DOCUMENT RESUME

ED 311 091 TM 014 015

AUTHOR Burgess, Sandra E.
TITLE A Tailored Educational Evaluation Program.
INSTITUTION Harlandale Independent School District, San Antonio, Tex.
PUB DATE 88
NOTE 209p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Academic Achievement; *Curriculum Evaluation; *Educational Assessment; Elementary School Curriculum; Elementary School Students; Grade 1; Grade 2; Grade 3; Holistic Evaluation; Inservice Teacher Education; *Instructional Effectiveness; Instructional Improvement; *Limited English Speaking; *Mexican Americans; Minimum Competency Testing; Primary Education; *Test Coaching; Tutoring; Writing Evaluation
IDENTIFIERS *Harlandale Independent School District TX; Practice Tests

ABSTRACT

The systematic learning program developed and implemented at Columbia Heights Elementary School (CHES) in San Antonio (Texas) in 1986-87 and 1987-88 is described. CHES is located in a low socio-economic neighborhood made up of 99% Mexican Americans and was identified as having one of the lowest quartile test scores in the state in 1986. Forty-two percent of the students have been identified as limited English proficient students. The educational program was developed because of the growing demand for educational accountability by the district. The purpose of the program at CHES was to improve learning and instruction while concurrently providing children with test-taking skills. This paper describes the educational program and its effectiveness in raising academic achievement and standardized test scores. Over a 2-year period the program consisted of four project activities: (1) practice test program; (2) tutoring program; (3) weekly activities focused to improve test-taking skills; and (4) inservice teacher education on the writing process, on holistic grading, and on six correlates for effective schools. Results have been positive; test scores on achievement tests have improved significantly over the 2-year period. The campus atmosphere has changed dramatically; and parents, teachers, and administrators have become actively involved in helping children to learn and to succeed. Practice tests of minimum skills in reading, writing, and mathematics, and a campus action plan for grades 1 through 3 are appended. (TJH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311091

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SANDI E. MEDIOLA BURGESS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Tailored Educational Evaluation Program

Sandra E. Burgess
Reading Program
Harlandale Independent School District
San Antonio, TX

TM014015

BEST COPY AVAILABLE

A TAILORED EDUCATIONAL EVALUATION PROGRAM

INTRODUCTION

A growing demand for educational accountability has led to the expansion of testing programs, and an emphasis on the use of tests to improve learning and instruction in school districts throughout Texas. At the state level, assessment programs have been imposed as a result of public demand for evidence of the effectiveness of instruction. Pressures for accountability have led many schools to rely on standardized tests as a means of assessment. "Good" performance on achievement tests has become synonymous with academic achievement. Moore (1983) states that standardized tests satisfy the public's demand that assessment be objective, correct, and convenient. More and more school officials are requesting "hard" data which is statistically validated and reliable.

Gronlund (1981) believes that with the current demands for minimum competency testing in the schools we can expect even more testing in the future. Testing, according to Gronlund, provides all teachers with an up-to-date measure of each pupil's strengths and weaknesses. He further states that annual testing provides a comprehensive and meaningful picture of a pupil's general educational progress. Because of this trend in education, new demands and challenges in the area of testing and evaluation have been placed on schools.

Columbia Heights Elementary, a school in the Harlandale Independent School District in San Antonio, Texas, met this challenge in 1986-87 and 1987-88 by designing and implementing into the curriculum a specially tailored educational program. The school is one of fifteen elementary schools in the district. It is located in a low socio-economic neighborhood made up of 99% Mexican Americans. It was highlighted in 1986 by the state of Texas as one of the schools in Texas with the lowest

TM014015

quartile test scores in the state. Forty-two percent of the population is described as limited English proficient students (LEPS) and 58% are served by a bilingual program. Of the 816 students, 18% have been in the district for only one to two years.

In this paper, we describe the Columbia Heights educational program and discuss the results of the practice testing procedure for the school years 1986-87 and 1987-88. The purpose of the paper is to describe the educational program and its effectiveness in raising academic achievement and standardized test scores.

The testing design constitutes a portion of the entire curriculum and not the entire academic emphasis. Our program weaves objectives from various disciplines into a patterned approach for instruction to encourage students to think independently and to use higher order thinking skills such as interpretation, application, and critical comprehension. Activities which teach the learning objectives of the reading program are coordinated with objectives for science and social studies. For example, organizational patterns, sequencing, paragraph development, content area vocabulary, and the use of details for elaboration are integrated across disciplines. The language arts teacher introduces a combination of these objectives; they are explained in context in science and social studies by using chapter overviews which outline superordinate ideas, subordinate ideas, and details (See Appendix 1). Organization is explained in a science class by studying the arranging pattern of a chapter. This same concept is reinforced by a Chapter I teacher during language arts support time by having students study how an author's ideas are sequenced for presentation in a chapter in their social studies book.

Science and English teachers incorporate a discovery approach for instruction. Children discover how electricity works by performing an experiment; careful attention is given to the step-by-step procedures used to conduct the experiment

by using discovery learning which teaches children to hypothesize, gather information, infer, reach conclusions and verify hypothesis. The English teacher helps students through the thinking process, select a mode of organization for presentation, and finally, when a product is attained, with proofreading techniques. The science and English teachers reinforce the concepts of sequencing and mode of organization by studying the organizational pattern of the chapter on electricity. To teach critical comprehension the science teacher has students study organization and use of details for support.

Numeration is introduced to students by teaching the numbers 1-9. Students are taught to add, subtract and multiply through the use of manipulatives. Next students are exposed to solving techniques for application. The presentation of materials follows a simple to more complex progression to include higher order thinking skills. Students are taught how to read a word problem to find what is being asked and to determine the succession of mathematical operations. This technique includes objectives from mathematics and English reading instruction.

The philosophy at Columbia Heights consists of three premises. The first premise states that the curriculum should be integrated. We choose several learning objectives and study them across disciplines. The second and third premises reiterate our fundamental beliefs, all children can learn, and teachers are the facilitators of learning.

TESTING PROGRAM

The primary purpose of the testing program at Columbia Heights Elementary is to familiarize the student population with the two achievement tests given each year in the district (tests are identified and some information given in the projects description section) and, most important, to

improve learning and instruction. The main emphasis in our design is the students' learning progress. The discussion which follows presents the emphasis of the program during a two year period, school years 1986 through 1988. We planned three project activities to meet our purpose for the year 1986-87. Each of these activities is described below. The second year, 1987-88, the program targeted high risk students who had not mastered test objectives on TEAMS, the statewide achievement test (information about the tests is given in the project I description). Information about each activity is presented under Year 2 Activity sections.

Project 1, Practice Tests Activity

Year 1: 1986-87

Three practice tests were prepared and distributed to teachers by the evaluation team which consisted of the principal, the counselor, the grade level representatives, and the academic coordinator. The tests are modeled after the previous Comprehensive Test of Basic Skills (hereafter CTBS), the Texas Educational Assessment of Minimum Skills (hereafter TEAMS), a criterion-referenced standardized test, and Metropolitan Achievement Test (hereafter MAT6), a nationally norm-referenced achievement test (See Appendix 2).

During the 1985-86 school year, the Texas Education Agency (hereafter TEA) implemented TEAMS for the first time following an extensive test development phase which included school personnel from across the state. TEAMS is designed to test students in grades 1,3, and 5 at the elementary level. The test measures minimum competencies expected to be mastered by all students in math, reading, and writing. First grade students were tested for the first time during the school year 1986-1987.

TEAMS criteria is set up by the State Board of Education based on field test data. Considerations such as content and quality of the examination, phase-in-time, adequacy-of-preparation, and data-based projected pass rates influence criteria. Mastery of objectives is based on multiple-choice test items. Students are required to answer correctly three of the four items assessing each objective.

TEAMS also includes a written component which measures composition writing for grades 3 and 5 at the elementary level. Focused holistic scoring has been developed to assess this component. Papers are graded on a scale from 0 to 4 where 0 is unacceptable and 4 is considered a well-written paper which addresses the task, shows elaboration of detail, and good organizational strategy. Students must score a 2,3, or 4 to obtain mastery of the written composition. Students must master both the multiple-choice section and the written composition.

Criteria for MAT6 is based on norms tables. Scores are based on the number of correct items (raw score), time of year the test was administered, early fall, middle of the school year, end of the school year, and form of test used. The test includes multiple choice test items in language, reading, math, science, and social studies. MAT6 replaced CTBS during the school year 1986-87. It was selected by TEA based on technical considerations and its similarity of content and item difficulty with the TEAMS test.

The practice tests at Columbia Heights included a fixed set of test items designed to measure clearly defined skills and instructional objectives and specific directions for administering the test. The intended learning outcomes were established by specific objectives and the desired changes in students by planned learning activities as written on a Campus Action Plan required of all elementary schools by the school district (See Appendix 3). The goal of the practice testing was to evaluate the general educational development of pupils in

the basic skills tested on TEAMS and MAT6 and to determine the strengths and weaknesses of pupils. One of the goals of the practice testing was to improve test scores by allowing children to become familiar with test format and concepts being tested. The testing activities were a systematic means of determining student mastery of instructional objectives.

During the first year the program was divided into three testing periods. The first practice test period was administered in October 1986 (Period 1), the second in November 1986 (Period 2), and the third in January 1987 (Period 3). The practice testing program was designed and scheduled to allow students sufficient practice for TEAMS grades 3,5 in February, TEAMS grade 1 in April, and MAT6 in March. For the three periods the evaluation team provided adequate orientation to the test, scheduled preliminary practice in test taking, and carefully observed the pupil's behavior during each testing period. We felt these were crucial to our student population. All grade levels, except Pre-Kinder and Kinder, participated.

Results for each practice testing periods, I, II, and III, were displayed graphically in front of the teacher's lounge to allow both students and teachers to see student progress (See Appendix 4a). Results of the practice tests indicate that for testing period II scores improved for each of the grade levels. Based on test results, priority area sheets, the Campus Action Plan and, instruction which focused on both strengths and weaknesses as determined by test results were developed for the following school year.

First grade scores indicate an increase from test period I through test period III in each of the 21 objectives being tested. Grade two practice tests show that for 8 of the 26 objectives, scores decreased from test period II to test period III. Third grade practice scores decreased from the second to the third testing period in 11 of the 26 objectives tested. The fourth grade results indicate a decrease in 11 of the 27

objectives tested. Fifth grade scores dropped during the third period in 8 of the 26 objectives tested.

The decrease in scores from period II to period III for grades 2 through 5 may be due to the test forms used. For testing period I and II, the same test was administered as a pre-and post-test. The third practice test addressed MAT6 objectives. The test was more difficult.

Project 2, TUTOR TUNES

Year 1: 1986-87

A Saturday tutoring program, "TUTOR TUNES," reinforced the daily instructional plan. Because reading is an essential and crucial part of a student's education, it was decided that this activity would address the following areas:

1. Main Idea
2. Context Clues
3. Predicting Outcomes

Teachers were instructed to teach all skills in the process of reading, extended texts versus drill and practice of each skill in isolation.

Using previous achievement test results and classroom observation, teachers identified students who needed help with these skills. Notices were sent home indicating the need for the tutorial assistance for the students along with the time and dates for the classes. The response was good. Out of three hundred referrals, approximately one-hundred fifty students attended, that is fifty percent of the targeted population were present on a Saturday morning. Upon arrival at 9:00 a.m., students would congregate in a central location to watch a local channel's cartoon program. At 9:30 a.m., each teacher tutor would take 10 students from each grade level 1-5 and proceed to a designated classroom. Using the teacher's own innovative resources and assisted by student peer tutors, the

tutoring proceeded. Students were instructed for one hour. The tutoring continued until the last week of February.

Project 3, Weekly Activities

Year 1: 1986-87

In preparation for TEAMS and MAT6 testing, teachers were requested to briefly state, on a weekly basis, at least two skills activities to reinforce the program. These skills were turned into the principal's office for review and then returned (See Appendix 5). Lesson plans which incorporate all skills in all content areas were encouraged (See Appendix 6). Weekly lesson plans were turned in to the academic coordinator to discourage the isolation of skills for regular instruction. Teachers did not fragment the process for instructional purposes. For example, teachers used strategies which incorporated reading and writing in the content area. Writing modes such as comparison and contrast and classification were discussed in science by studying the organizational pattern used by the author to accomplish a specific purpose in particular chapters. Main idea and supporting details were studied in social studies by using chapter overviews which graphically present superordinate ideas and the breakdown of the chapter thereafter.

PROJECT 1, PRACTICE TESTS ACTIVITY

YEAR 2: 1987-88

During the second year practice tests were administered in October 1987, (period 1), December 1987 (period 2) and January 1988 (period 3). The project activities for the 1987-88 school year consisted of the practice tests program and the tutoring program, carry overs from the first year. Project 3, weekly

activities, was dropped. The instructional plan the second year concentrated on TEAMS only and emphasized the identification of high risk students. As in the first year test results for each period were displayed graphically in the main corridor to allow students, parents, teachers, and administrators to follow student progress (See Appendix 4b). The same practice test was given in the first and third periods of testing. In this way the test served as a pre-and post-test. A different practice test was administered during the second testing period. Each of the practice test periods indicate an increase in student progress in each of the core areas for all grade level objectives tested. Testing served as a means of determining mastery of instructional objectives. The goal the second year remained to improve test scores by allowing children to become familiar with test format and concepts being tested. The team provided orientation to the test, scheduled sessions to develop test taking skills, and carefully observed student behavior. All grades participated except kinder.

PROJECT 2 AND PROJECT 3

YEAR 2: 1987-88

During the second year tutorial assistance for students was conducted through March 1988. The structure of the tutorial program remained the same as the first year. Three hundred students were referred; of these over 200 were present on Saturday mornings.

Weekly activities was dropped the second year. The integrated curriculum had by the second year become an intricate part of the learning process.

PROJECT 4, WRITING PROCESS

YEAR 2: 1987-88

During the second year teachers received instruction on the writing process. Instruction consisted of an explanation of writing as a process, holistic scoring, practice in scoring papers using a holistic approach, and hands-on experience where teachers wrote essays, exchanged papers, and graded each other's essays. This exchange worked best for us because teachers came to a full understanding of not only the grading process but the process of writing itself.

Workshops introduced teachers to grade 3 and grade 5 TEAMS writing objectives, modes of writing and, aims of writing. Formula writing was discussed as one strategy to introduce the writing process at the elementary level while providing meaning and structure to the process (See Appendix 7).

In addition, teachers received instruction on TEAMS writing strategies. Each grade level made use of a team teaching situation to focus instruction on non-mastered objectives. Students who did not master writing objectives received focused instruction for 45 minutes a day. Instruction included discussion of location words, central idea, and the process of writing. Descriptive writing and narrative writing were emphasized. Small group instruction focused on how to describe, how to narrate, and, how to use location words.

SIX CORRELATES FOR AN EFFECTIVE SCHOOL

The faculty at Columbia Heights also received training on the six correlates of an effective school from Region 20, the educational center located in San Antonio, Texas. There were six sessions, each dealing with one correlate at a time. The last two sessions interrelated the correlates.

The principal implemented a plan which initiated a campus team charged with the responsibility of putting into effect principles of the six correlates into the educational program of the school. The team was divided into six groups. Each group had assigned to its responsibility the enforcement of one of the six correlates. The main goal of the teams was to clearly define their task, collaborate efforts with other teams, and to present their work as an intricate part of a whole. The following discussion presents the results of the teams' efforts:

CORRELATE I

INSTRUCTIONAL LEADERSHIP. The work of the team led to an analysis of all available data, statistical, teacher observation, parent information, etc. Based upon their findings, the group suggested instructional programs to meet the needs of the student population and identified staff for special instructional programs.

CORRELATE II

INSTRUCTIONAL FOCUS. This team instituted a mission or goal which is the crux of the school program. The goal at Columbia Heights Elementary is to have all students achieve.

CORRELATE III

SCHOOL CLIMATE. School climate set the tone for the school. The total campus atmosphere was one of unity, sharing and helping; students and teachers wanted to be at school.

CORRELATE IV

HIGH EXPECTATIONS. High expectations played a most significant role. This correlate reiterated the two main points of the school philosophy: all students can learn and teachers are the facilitators of learning.

CORRELATE V

MEASUREMENT. Measurement dealt with results of achievement and all other kinds of teacher evaluation instruments used to assess student progress. Data gathered by this team was most useful in implementing our practice testing program.

CORRELATE VI

PARENT INVOLVEMENT. Parent relations was essential for the success of the program. Parents are interested in the success of their children and if involved they will do everything they can to assist.

The correlate training served as a catalyst for two important factors. Training helped to bring unity to the faculty, parents and students; all were united for one goal. The training and group effort also provided the school with a goal, a mission. All were committed to have children succeed and achieve to their highest potential.

TEAMS AND MAT6 TEST RESULTS

This section presents test data for TEAMS and MAT6. Results from MAT6 are reported as national percentiles in reading, language, and mathematics. Mastery percentage is reported for TEAMS. All of the tests in the TEAMS program are linked to the Metropolitan Achievement Test, Sixth Edition (MAT6). This makes

it possible for the state to predict percentile ranking form the TEAMS scores. The percentile given is the Texas Education Agency's prediction of how a student would perform with respect to all students in the nation had they taken the norm referenced achievement test. A percentile score of 55 is interpreted as a score that is the top 55% of the nation (Harlandale, 1986).

Test results for TEAMS and MAT6 are introduced in Tables 1,2,and 3. TEAMS scores for grades 1,3, and 5 during the school years 1985-86 and 1986-87 for the three core areas, reading, language, and math, are presented in Table 1. Actual gain is presented for each grade level. Two year projections are given only for TEAMS. Table 2 introduces test results for MAT6 1987, grades 1 through 5, for the three core areas, reading, language, and math. Scaled scores are presented in Table 3. Scaled scores are statistical conversions of the number of items correct on a test. These scores may be used to compare student performance from year to year.

DISCUSSION OF TEST RESULTS

Each school year's results for each of the testing periods were discussed with each grade level by a member of the evaluation team. Meetings were scheduled once a month, usually the week test results became available. The purpose of the meetings was to help teachers guide pupils toward the achievement of objectives, diagnose learning difficulties, determine readiness for new learning experiences, organize groups, and assist students with adjustment problems. Explanations by the evaluation team focused on data to help teachers understand the learners, plan learning experiences for them, and determine the extent to which instructional objective were being met. Practice tests were viewed as instruments for improving learning. Objectives as specified on the Campus Action Plan were reviewed, strategies to meet the objectives were examined and on-going

teacher evaluation was proposed to verify that objectives were being met.

It was pointed out to teachers that information from standardized tests helps to screen for students who might have major difficulties, helps assess individual homeroom group achievement, and helps assess growth of groups of students within a grade level. As a result, individual class profiles were prepared by teachers. These profiles proved most helpful in using test data to plan instruction. Instructional objectives, strategies, and evaluation were tailored to meet individual student needs. Teachers understood their role as one of emphasizing the strengths students bring to learning situations. This procedure contributed to improving learning by clarifying the intended learning outcomes, yielded short-term goals to work toward, provided feedback on learning progress, and supplied information for overcoming learning difficulties for selecting future learning experiences.

TABLE 1
TEAMS PERCENT OF STUDENT MASTERY

Core Area

Grade 1

	1986	1987	Actual Gain	1988	Actual Gain
Reading	30%	71%	+41%	89%	18%
Math	66%	75%	+11%	92%	17%
Writing	45%	83%	+38%	92%	9%

Grade 3

	1986	1987	Actual Gain	1988	Actual Gain
Reading	22%	45%	+23%	64%	19%
Math	36%	62%	+26%	88%	26%
Writing	36%	28%	-8%	82%	54%

Grade 5

	1986	1987	Actual Gain	1988	Actual Gain
Reading	79%	73%	6%	78%	5%
Math	64%	74%	10%	83%	9%
Writing	52%	35%	17%	85%	50%

Year 1: 1986-87

Grade 1 TEAMS results indicate gains in all three areas. The greatest gain, 41%, is in reading. There was a gain of 38% in writing, and 11% in math. Of all the grade levels, grade 1 showed the most significant gains.

Grade 3 TEAMS scores show an increase in a three year period. Of the eighteen elementary schools in Harlandale Independent School District, five schools showed an increase of over 20% in TEAMS reading scores in one year. Reading scores show a gain of 23%, 45% in 1987 as compared to 22% in 1986. Math scores for third grade also show a gain of 26% from 1986. For math, the 1986 score is 36%, while for 1987 total math is 62%. Again Columbia Heights is one of six schools in the district to have an increase of over 20% in this area. Our goal to improve students' performance on TEAMS in grade 3 was met.

TEAMS scores for 1987 for grade 5 indicate that Columbia

Heights was one of seven schools in Harlandale Independent school District to have had an increase in TEAMS scores for math. Math scores showed a gain of 10%. Reading and writing scores show a decrease. Reading scores dropped 6%; writing scores dropped 17%.

YEAR 2: 1987-88

During the second year 1987-88, Grade 1 TEAMS results indicate further gain in the three core areas, math, reading and writing. The scores were the highest in the district. There were gains of 18% in reading, 17% in math, and 9% in writing.

Grade 3 TEAMS scores show significant gains from the previous year. The scores ranked the school sixth in math, tenth in reading and first in writing in the district. These show a gain of 19% in reading, 26% in math and 54% in writing. Scores for grade 5 in reading showed a gain of 5% in reading, 9% in math and 50% in writing.

MAT6 Results

Tables 2 and 3 introduce 1987-8 Mat6 national percentiles.

TABLE 2
GRADES 1-5
1987 METROPOLITAN NATIONAL PERCENTILES

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Total Reading	50%	26%	17%	36%	41%
Total Language	61%	26%	28%	45%	56%
Total Math	66%	38%	38%	49%	64%

GRADES 1-5
1988 METROPOLITAN NATIONAL PERCENTILES

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Total Language	62	45	37	37	46
Total Math	62	53	40	42	48
Total Reading	50	41	30	33	39

Year 1: 1986-87

First grade national percentiles for 1987 show that students at Columbia Heights Elementary rank in the top 50% for math, reading and math. These results are encouraging especially since our students had ranked so low on former standardized tests. CTBS scores for 1986 were 12% for total reading, 26% for language, and 30% for math. We introduce these figures to make note of the difference between scores from one year to another. We do not intend to make comparisons. We also note that MAT6 is more current and the norms are more recent than CTBS. The MAT6 scores seem indicative of the effectiveness of curriculum at this grade level, therefore, instructional techniques and approaches used by instructors need to be identified, looked at closely, and shared with other grade level teachers.

Grade 2 results reveal that although the same procedures were followed by all the school, some grade levels did not do as well as others. Scores are 26% for reading, 28% for language, and 38% for math. Grade 1 and 2 worked closely together in targeting problems, prioritizing problems, and planning instructional objectives based on the identification of problems. These scores show improvement over CTBS percentile rank scores for 1986, 35% in math, 19% in reading, and 25% in language. Again we do not intend to compare CTBS scores and MAT6 scores.

Third grade students, like second grade students, did not do as well as expected on MAT6. Results show reading percen-

tile at 17%, language at 28%, and math at 38%. Instructional objectives and strategies are being evaluated by the teachers from both grade levels. Results provide the instructional staff with one indicator for prioritizing instructional objectives for the next school year. It may be beneficial to students for teachers to look closely at MAT6 to clearly identify learning objectives being tested. MAT6 scores show some gain from CTBS 1986 scores, 26% in math, 19% in reading and 23% in language.

The MAT6 1987 percentiles for fourth grade indicate an increase from the scores on CTBS in 1986. Total reading in CTBS for 1986 is 30%, total language is 47%, and total math is 43%. We point out CTBS scores to reveal the increase for 1987. We do not intend to make comparisons between CTBS and MAT6. MAT6 scores are 36% for reading, 45% for language, and 49% for math.

The percentiles for fifth grade connote that students at Columbia Heights rank in the top 50% in language and math, and close to 50% in reading. Again these scores reveal an increase from previous CTBS scores which are total reading 26%, total language 44% and total math 41%. Grades 4 and 5 scores indicate an increase from grade 2 and 3. Fifth grade scores in language and math are close to grade 1 scores. Results indicate that more focused instruction in grades 2 and 3 may help student achievement.

YEAR 2: 1987-88

First grade national percentiles for 1988 reveal that Columbia Heights continued their ranking in the top 50% for math, reading and math.

Grades 2 and 3 results show an increase in the three areas tested. Grade 2 shows an increase of 15% in reading, 19% in language and 15% in math. Grade 3 scores indicate an increase of 13% in reading, 9% in total language and 2% in math.

Grades 4 and 5 indicate a decrease in the three core areas. Grade 4 shows a decrease of 3% in reading, 8% in language and 7% in math. Grade 5 shows a decrease in both reading and language, 2% and 10% respectively, and 16% in math.

SCALED SCORES

Table 3 presents scaled scores for grades 3 and 5 for 1986-87. Scaled scores are statistical conversions of the number of items correct. These scores may be used to compare student performance from year to year because it adjusts for variations. A scaled score of 620, for example, can represent a raw score of 42 items correct one year, and 43 items correct the next year. Scaled scores can be compared across years but not across subject areas nor across grade levels. For grades 1,3, and 5 the minimum passing standard for math, reading, and writing corresponds to a scaled score of 700. A perfect score corresponds to a scaled score of 999.

Grade 3 scores in math and reading show an increase of 75 points and 50 points respectively. Writing shows a decrease of 4 points. In 1987, scores in grade 5 show the most increase in math, 31 points; an increase of 5 points in reading and; a decrease of 6 points in writing.

TABLE 3
TEAMS SCALED SCORES, 1986-87
GRADE 3

	1986	1987	ACTUAL Gain	1988	ACTUAL Gain
MATH	646	721	+75	796	75
READING	635	685	+50	721	36
WRITING	648	644	-4	778	134

TOTAL NUMBER OF STUDENTS TESTED
198 118
1987 100
1988 76

GRADE 5

	1986	1987	ACTUAL GAIN	1988	Actual Gain
MATH	726	757	+31	776	19
READING	746	751	+5	747	-4
WRITING	686	680	-6	779	99

TOTAL NUMBER OF STUDENTS TESTED
1986 65
1987 77
1988 85

In 1988 scores show significant gains in the three core areas. In third grade, math shows an increase of 75 points, reading 36 points and, 134 points in writing. Grade 5 scores show increases in math and writing, 19 points for math, 99 points for writing. Reading shows a decrease of 4 points. The increase in writing is significant. We believe that teacher in-service training on holistic grading and focused writing instruction helped to increase scores.

RESULTS

The educational program helped to create a thinking and planning process which permeates the instructional planning at Columbia Heights Elementary. Evaluation for instructional purposes has become a continuous process which uses the natural context of the classroom. The importance of on-going evaluation has became evident. Through individual class profiles teachers are able to monitor children's progress, and individualize instruction. Teachers observe relevant and independent behavior of students as they learn in the classroom. A naturalistic approach to assessment has proven of value for measuring learning outcomes on the day to day progress of pupils. Teacher evaluation and observation has proved most valid for improving instruction for children and encouraging children's successes. The formal testing coupled with informal and naturalistic evaluation provided a rich portrait of our student population. Our concentrated efforts provided for the instructional team a vehicle through which the general educational development of pupils in the basic skills tested on TEAMS and MAT6 could be evaluated. We are now in the process of evaluating our learning program to better serve the needs of our student population.

The appropriateness and attainability of objectives, and the effectiveness of strategies and instructional materials to meet objectives are being discussed and revised. We are reviewing the systematic process we used to determine the general educational development of pupils, and their strengths and weaknesses. The program is aimed at identifying areas of concern and prioritizing. Explanations by the evaluation team continue to focus on helping teachers guide students toward the achievement of goals and on creating new learning experiences. Grade level teachers, during the first year, were divided into two working groups, grades K,1,and 2, and grades 3,4, and 5. The second year the whole faculty received in service on TEAMS

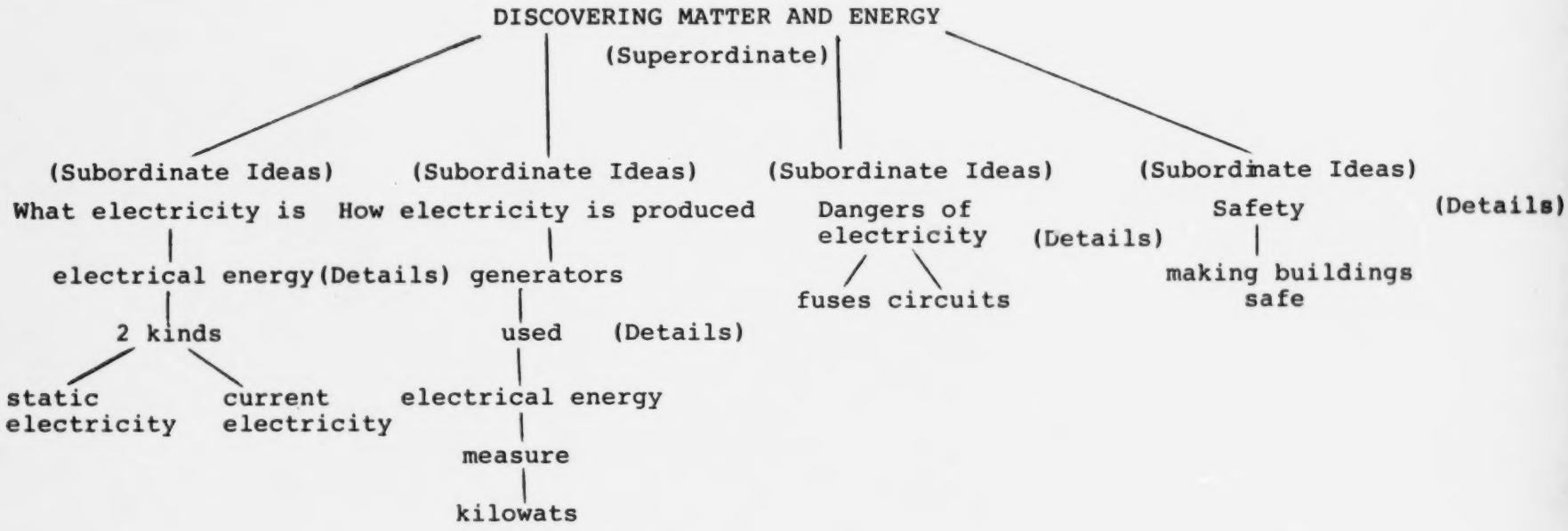
objectives. They were taught how objectives are tested in grades 1,3,5. This enabled all grade level personnel to become aware of objectives being tested and how they were being tested. Teachers are sharing instructional strategies they used to prepare students for the testing. Because of the success in grade 1 performance, careful attention and discussion is being given to grade 1 teachers' teaching strategies. Teachers are sharing and going over the Campus Action Plan, looking at objectives in terms of pupil performance, listing instructional materials and learning activities, carefully planning evaluation procedures (See Appendix 3), and revising and creating new and more effective ways to teach and prepare students for next year's testing.

Overall we are pleased with our testing efforts. We still have a long way to go, to discover, and to improve based on our discoveries. We need to carefully study why, despite the structured testing program, the coordination of efforts between grade levels, and the increasing scores for each practice test, some of the grade levels did better than others on the actual tests. The test scores indicate that using a holistic curriculum which integrates learning objectives across disciplines can work. Further study and attention needs to focus on why these discrepancies between grade levels occurred. Our testing program suggests that even though a structured testing program is designed and implemented school wide, the learning habits of the students, individual teaching strategies, and actual test-taking anxieties play an important role in testing.

Appendices

Appendix 1
Chapter Overview

CHAPTER OVERVIEW



Appendix 2

Practice Test Sample for Grade 1 and Grade 2

READING
GRADE I

PRACTICE TEST
ASSESSMENT OF MINIMUM SKILLS
READING
FIRST GRADE

GENERAL DIRECTIONS

There are thirty-six questions in this test. Work carefully and try to get as many questions right as you can. Do not spend too much time on any one question. You may mark an answer even when you are not perfectly sure that it is right.

Mark all of your answers on the test booklet with a number 2 pencil. Make your answer marks heavy and dark. Choose only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely.

It is important that the only marks you make in your test booklet show the answers you choose. Look at the following sample question and see how the answer is marked.

Directions: Read the sentence in the box below. Answer the question about the underlined word. Mark that answer in your booklet.

The girls were happy.

What does happy mean in this sentence?

- ○ sad
- ○ angry
- ● glad
- ○ hurt

Since happy means to be glad or joyful, the correct answer is the third choice, glad. See how the circle has been filled in.

DO NOT BEGIN UNTIL YOU ARE TOLD TO DO SO.

Produced and Disseminated
by

Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

DIRECTIONS: Read the story in the box to yourself. Decide what the story is mainly about. Fill in the space by the sentence that tells what the story is mainly about.

People have many kinds of pets. Many people have dogs. Many people have cats. Some people even have rabbits for pets.

1. What is this story mainly about?

   ○ Many people have cats.

   ○ There are many kinds of pets.

   ○ Dogs make the best pets.

Glenn likes to eat pancakes. Glenn likes to eat cheese and eggs. Glenn likes to eat candy and cakes. Glenn likes to eat many different foods.

2. What is this story mainly about?

   ○ Glenn likes to eat many different foods.

   ○ Glenn likes to eat cheese.

   ○ Glenn likes to bake cakes.

DIRECTIONS: Read the story in the box to yourself. Decide what the story is mainly about. Fill in the space by the sentence that tells what the story is mainly about.

Boys and girls can live in the city. They can live on a farm. Some children live in the woods. Children can live in many places.

3. What is this story mainly about?

- ○ Children live on a farm.
- ○ Children can live by water.
- ○ Children can live in many places.

Tarry the tadpole was alone in the water. He did not like to be alone. He liked other tadpoles and frogs around him.

4. What is this story mainly about?

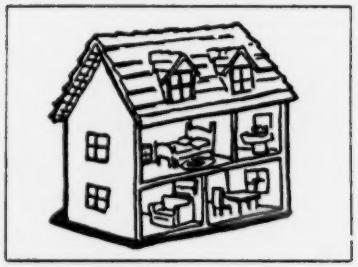
- ○ Tarry did not like the water.
- ○ Tarry did not like to be alone.
- ○ Tarry was a tadpole.

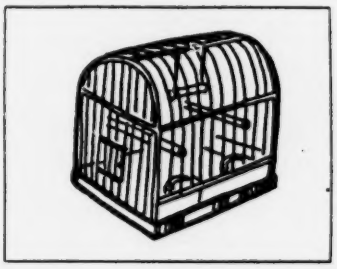
TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

---

5. Find the picture of this word.

house

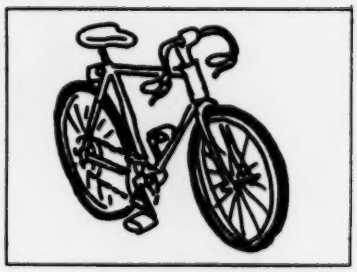


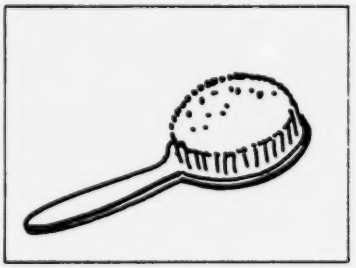


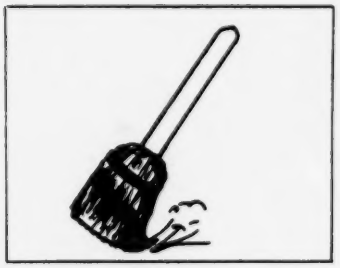
---

6. Find the picture of this word.

broom





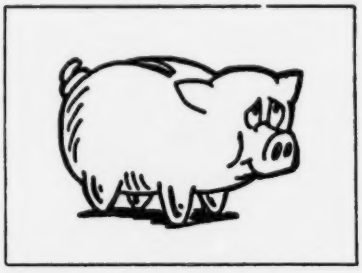


TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

---

7. Find the picture of this word.

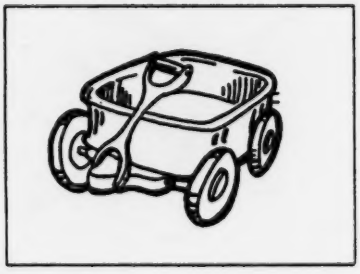
farm

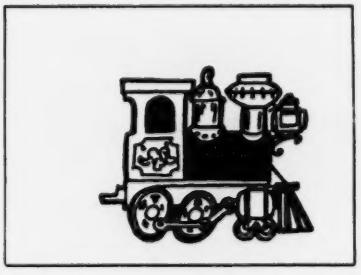


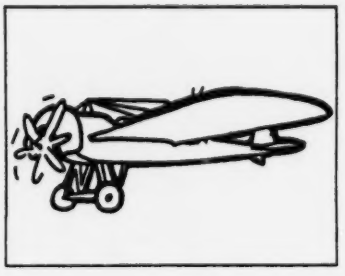
---

8. Find the picture of this word.

train





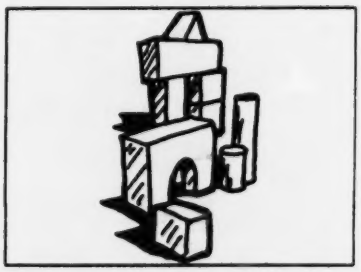


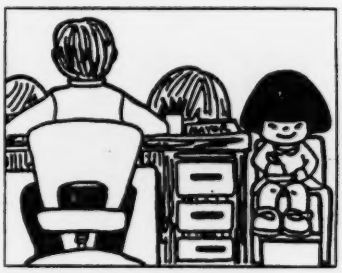
TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

---

9. Find the picture of this word.

classroom

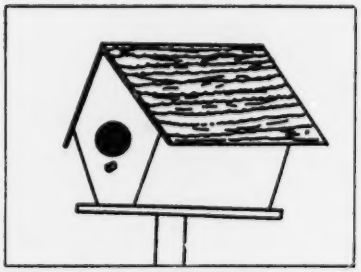




---

10. Find the picture of this word.

birdhouse

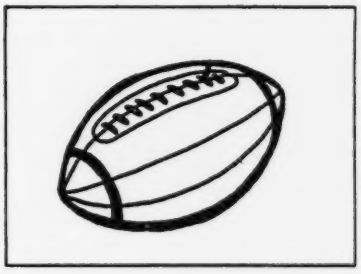


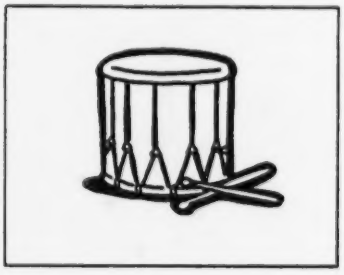
TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

---

11. Find the picture of this word.

sailboat

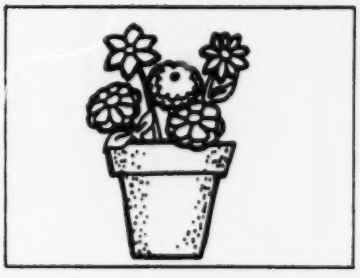


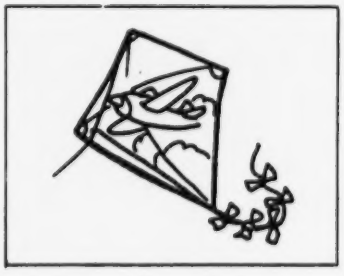


---

12. Find the picture of this word.

flowerpot





TEACHER SAYS: "Read the story in the box to yourself. Decide what the underlined word means. Fill in the space next to the meaning of the underlined word.

The sky was blue. The sun was bright. It was a pleasant day.

13. What does pleasant mean?

- ○ nice
- ○ rainy
- ○ sad

Carlos and Maria had a splendid idea. They made dinner for their mother. She was very happy.

14. What does splendid mean?

- ○ bad
- ○ wonderful
- ○ silly

TEACHER SAYS: "Read the story in the box to yourself. Decide what the underlined word means. Fill in the space next to the meaning of the underlined word.

Jack and David love to play football.

They are sad. Today is the final game.

15. What does final mean?

- ○ same
- ○ last
- ○ first

We are going to the circus today.

Please mention this to Joe. We want him to come with us.

16. What does mention mean?

- ○ show
- ○ give
- ○ tell

TEACHER SAYS: "For each question, read the sentence in the box to yourself. One word is underlined. Find the root word of the underlined word. Fill in the space next to the root word."

The boy was talking with his mother.

17. What is the root word of talking?

- ○ ing
- ○ talk
- ○ tal

Juan and Francisco jumped into the water.

18. What is the root word of jumped?

- ○ ped
- ○ jump
- ○ jumpe

TEACHER SAYS: "For each question, read the sentence in the box to yourself. One word is underlined. Find the root word of the underlined word. Fill in the space next to the root word.

Show Mary your new toys.

19. What is the root word of toys?

- ○ toy
- ○ s
- ○ ys

Yolanda broke her glasses when she fell.

20. What is the root word of glasses?

- ○ glasse
- ○ es
- ○ glass

DIRECTIONS: Look at the three words. Now listen very carefully. Find the word with the same beginning sound as mud.

21. Fill in the space under your answer.

dog	pan	mop
○	○	○

DIRECTIONS: Look at the three words. Now listen very carefully. Find the word with the same beginning sound as gas.

22. Fill in the space under your answer.

bus	got	had
○	○	○

DIRECTIONS: Look at the three words. Now listen very carefully. Find the word with the same beginning sound as fact.

23. Fill in the space under your answer.

face	top	hand
○	○	○

DIRECTIONS: Look at the three words. Now listen very carefully. Find the word with the same beginning sound as job.

24. Fill in the space under your answer.

rib	jam	pet
○	○	○

TEACHER SAYS: "Read the story in the box to yourself. Then answer the questions about the story. Fill in the space next to your answer."

It was time to clean the house. Fran made her bed. Jane took out the garbage. Dan cut the grass.

25. Who made her bed?

- ○ Jane
- ○ Mother
- ○ Fran

Mr. Ray's class saw some insects in the park. Sam saw a grasshopper. Betty saw a bee. Joan saw a butterfly.

26. What insect did Sam see?

- ○ grasshopper
- ○ butterfly
- ○ snail

TEACHER SAYS: "Read the story in the box to yourself. Then answer the questions about the story. Fill in the space next to your answer."

> The cow was in the barn. The rabbit was in the cage. The goat was in the yard.

27. Where was the cow?

- ○ in the cage
- ○ in the barn
- ○ in the pond

> Mr. Smith goes to work in the morning. He comes home for lunch at noon. He goes back to work after lunch. He comes home at dinner time.

28. When does Mr. Smith go to work?

- ○ in the morning
- ○ at noon
- ○ at dinner time

TEACHER SAYS: "Read the story in the box to yourself. Then answer the questions about what happens first or what happens last. Fill in the space next to your answer."

Mike wants some turnips in his garden. First he will plant the turnip seeds. Then he will put water on them. He will watch the seeds grow into turnips.

29. What will Mike do last?

- ○ plant the turnip seeds
- ○ put water on seeds
- ○ watch the seeds grow into turnips

The cowboy walked down the road. He found the little lost calf. He gave the calf some grass. The cowboy took the calf home.

30. What did the cowboy do first?

- ○ walked down the road
- ○ took the calf home
- ○ he fed the animals

TEACHER SAYS: "Read the story in the box to yourself. Then answer the questions about what happens first or what happens last. Fill in the space next to your answer."

Meg and Pam went to the zoo. First they saw the bears. Then they ate lunch. Then they rode the train.

31. What did Meg and Pam do first?

- ○ ate lunch
- ○ went to the zoo
- ○ rode the train

The baby cried. She was hungry. Mother fed her a bottle of milk. The baby went to sleep.

32. What did the baby do last?

- ○ The baby cried.
- ○ The baby went to sleep.
- ○ The baby was hungry.

TEACHER SAYS: "Read the story in the box to yourself. Then answer the question about what will happen next. Fill in the space next to your answer."

The sky began to get dark. The wind began to blow. The lightening was all over the sky.

33. What will happen next?

- ○ It will be sunny
- ○ It will rain
- ○ It will be afternoon

Rosa gets up for school at seven o'clock. She gets ready for school. She gets on the bus at eight o'clock. Today, Rosa got up at eight o'clock.

34. What will happen next?

- ○ Rosa will be late for school.
- ○ Rosa got up early.
- ○ Rosa likes to go to school.

TEACHER SAYS: "Read the story in the box to yourself. Then answer the question about what will happen next. Fill in the space next to your answer."

> John was new at school. He didn't know anyone. Billy said hello to him. They played together after school.

35. What will happen next?

- ○ John and Billy will be friends.
- ○ John did not like Billy.
- ○ John played baseball.

> Jose went to fly his kite. He got it high in the air. The wind became very strong. Jose couldn't hold the string anymore.

36. What will happen next?

- ○ Jose felt sad.
- ○ It began to rain.
- ○ Jose let the string go.

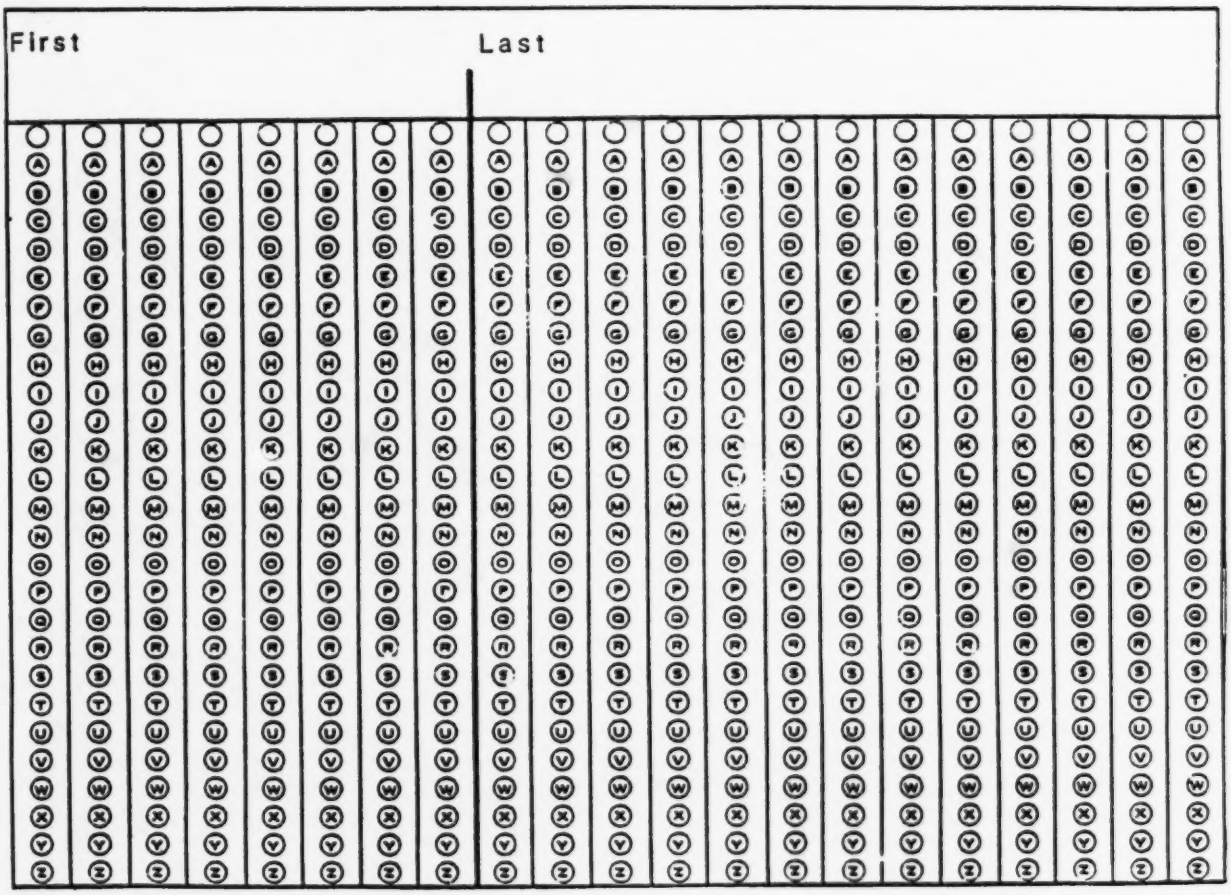
WRITING - GRADE I

SEPTEMBER AND NOVEMBER TESTS

1986

SEPTEMBER AND NOVEMBER
TESTS - 1986

ASSESSMENT OF MINIMUM SKILLS
WRITING
FIRST GRADE



Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

PRACTICE TEST
ASSESSMENT OF MINIMUM SKILLS
WRITING
FIRST GRADE

General Directions

There are sixteen questions in this test. I will read the directions for each question. You are to follow along with me as I read each direction.

You must color in the bubble that is next to the correct answer. Do not go to the next direction until I read it to you aloud. Work carefully and try to get as many questions right as you can. You may mark an answer even when you are not perfectly sure that it is right.

Mark all your answers on the test booklet with a pencil. Make your answer marks heavy and dark. Mark only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely and mark the correct answer.

Look and listen to the following sample question and see how the answer is marked.

Find the one sentence which uses periods and question marks correctly. Fill in the bubble next to your answer.

1. ○ (A) I like the red flowers
2. ● (B) The house is pretty.
3. ○ (C) Where do you go to school.

In this question the second oval is filled in because it shows the correct way to use a period.

Do Not Begin Until You Are Told To Do So.

Produced and Disseminated
by

Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

Directions: Write the spelling of commonly used words.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

Directions: Read the three sentences in each question to yourself. Find the one sentence which uses periods or question marks correctly. Fill in the bubble next to your answer.

5. ○ (A) The cookie is good.
   ○ (B) My pet is a horse
   ○ (C) How old are you.

---

6. ○ (A) Three girls are here
   ○ (B) Why are you asleep.
   ○ (C) The bread is old.

---

7. ○ (A) The cat is wet and cold?
   ○ (B) What day are you coming?
   ○ (C) How many books fell.

---

8. ○ (A) I like to build things
   ○ (B) Who is that man.
   ○ (C) My sister is here.

Directions: Read the three sentences in each question to yourself. Find the one sentence which uses capital letters correctly. Fill in the bubble next to your answer.

9. ○ (A) John went to the store.
   ○ (B) Sally and i are home.
   ○ (C) please go to school.

---

10. ○ (A) The apple was susan's.
    ○ (B) Baby ducks are funny.
    ○ (C) Bill and i threw the ball.

---

11. ○ (A) clouds are in the sky.
    ○ (B) She said I was a friend.
    ○ (C) It is jerry's birthday.

---

12. ○ (A) the snow is pretty.
    ○ (B) the town is small.
    ○ (C) Summer is a hot time of year.

Directions: Read the three sentences to yourself. Find the one sentence which uses words in the right way. Fill in the bubble next to your answer.

13. ○ (A) Susan and Bob feels sick.

○ (B) Carol and John ran home.

○ (C) The clowns is funny.

---

14. ○ (A) He are playing a game.

○ (B) I am going to town.

○ (C) You is so smart.

---

15. ○ (A) The children went to the game.

○ (B) The boys goes every week.

○ (C) Some ducks flies high.

---

16. ○ (A) Carl jump on his bed.

○ (B) Holly laugh at her brother.

○ (C) David looks up at the sky.

MATHEMATICS

GRADE I

PRACTICE TEST
ASSESSMENT OF MINIMUM SKILLS
MATHEMATICS
FIRST GRADE

GENERAL DIRECTIONS

There are thirty-two questions in this test. Work carefully and try to get as many questions right as you can. Do not spend too much time on any one question. You may mark an answer even when you are not perfectly sure it is right.

Mark all your answers with a pencil. Make your answer marks heavy and dark. Mark only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely. The test is not timed, but you have about 50 minutes to complete the test.

Do your figuring on scratch paper. It is important that the only marks you make in the test booklet show the answers you choose. Look at the following sample question and see how the answer is marked.

$$\begin{array}{r} 10 \\ +8 \\ \hline \end{array}$$

○ 81

● 18

○ 20

○ 2

Since 10 + 8 equals 18, the correct answer of the sample question is the second choice, 18. Do you see how the circle has been filled in?

Do Not Begin Until You Are Told To Do So.

Produced and Disseminated
by

Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

Teacher says: "Look at the numbers. Which is the largest number? Fill in the bubble under the answer you choose."

1.

3 23 13

○ ○ ○

2.

45 30 23

○ ○ ○

Teacher says: "Look at the numbers. Which is the smallest number? Fill in the bubble under the answer you choose."

3.

17 2 37

○ ○ ○

4.

15 79 4

○ ○ ○

Teachers says: "Look at the number line. A number is missing.
Write the missing number in the box."

5.

75 76 77

6.

48 49 51

7.

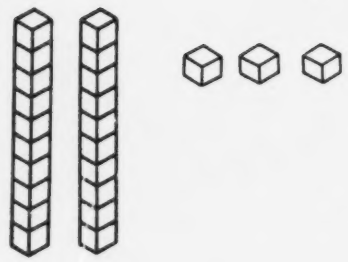
68 69 70

8.

89 91 92

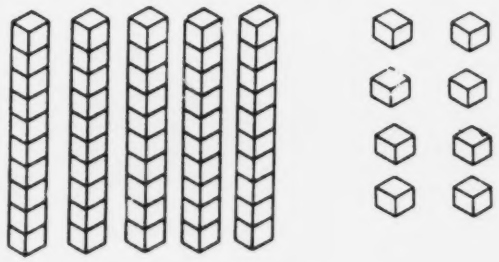
Teacher says: "Look at the cubes below. How many tens and how many ones are there? Write the number of tens and the number of ones on the lines."

9.



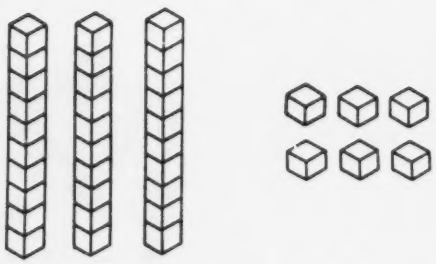
____tens ____ones

10.



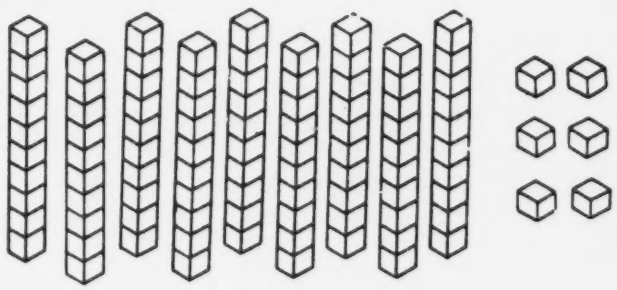
____tens ____ones

11.



____tens ____ones

12.



____tens ____ones

Teacher says: "Look at the addition problems. Fill in the bubble under the right answer."

13.

$$\begin{array}{r} 24 \\ +\ 1 \\ \hline \end{array}$$

25 ○ 23 ○ 15 ○

14.

$$\begin{array}{r} 13 \\ +\ 0 \\ \hline \end{array}$$

10 ○ 13 ○ 23 ○

15.

$$\begin{array}{r} 74 \\ +\ 5 \\ \hline \end{array}$$

79 ○ 72 ○ 60 ○

16.

$$\begin{array}{r} 52 \\ +\ 6 \\ \hline \end{array}$$

54 ○ 51 ○ 58 ○

Teacher says: "Look at the subtraction problems. Fill in the bubble under the correct answer."

17.

$$\begin{array}{r} 16 \\ -\,5 \\ \hline \end{array}$$

21	10	11
○	○	○

18.

$$\begin{array}{r} 72 \\ -\,1 \\ \hline \end{array}$$

73	71	70
○	○	○

19.

$$\begin{array}{r} 24 \\ -\,2 \\ \hline \end{array}$$

22	26	18
○	○	○

20.

$$\begin{array}{r} 84 \\ -\,4 \\ \hline \end{array}$$

80	81	88
○	○	○

Teacher says: "I will read each problem out loud. You are to work the problem and fill in the bubble under the correct answer."

21.

Jim has 5 apples. He gets 3 more apples.

How many apples does Jim have now?

2	8	4
○	○	○

22.

Jane has 18 stickers. She gives 2 away.

How many stickers does she have now?

16	20	15
○	○	○

23.

Sam has 7 marbles. He gets 9 more. How many marbles does Sam have?

14	2	16
○	○	○

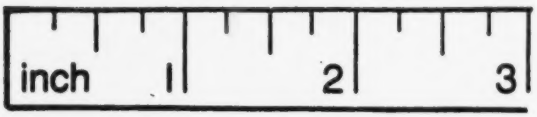
24.

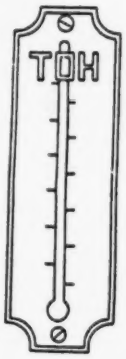
Ann has 9 flowers. She gives 6 flowers to Mary. How many flowers does Ann have now?

3	25	14
○	○	○

Teacher says: "Look at the picture. What would you use to measure how tall your are? The first picture shows a measuring cup. The second picture shows a ruler. The third picture shows a thermometer. Fill in the bubble under the picture that shows what you would use to measure how tall you are.

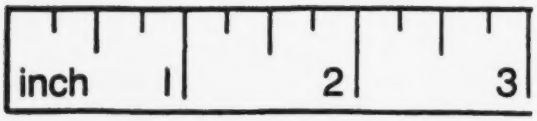
25.





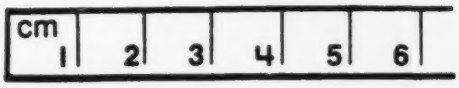
Teacher says: "What would you use to measure the water in a glass. The first picture shows a measuring cup. The second picture shows a ruler. The third picture shows a clock. Fill in the bubble under the picture that shows what you would use to measure the water in a glass?"

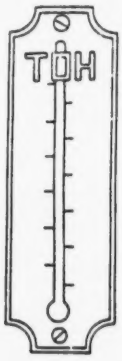
26.



Teacher says: "Look at the picture. What would you use to measure the temperature?" The first picture shows a ruler. The second picture shows a measuring cup. The third picture shows a thermometer. Fill in the bubble under the picture that shows what you would use to measure your temperature?

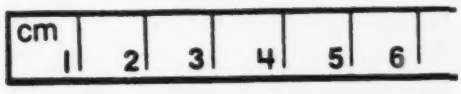
27.





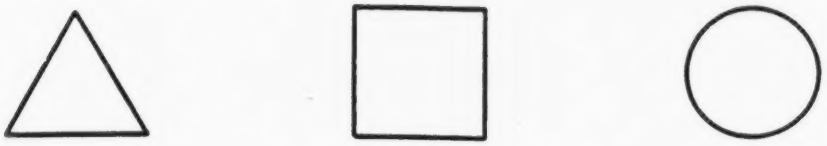
Teacher says: "Look at the picture. What would you use to tell what time it is? The first picture shows a ruler. The second picture shows a measuring cup. The third picture shows a clock. Fill in the bubble under the picture that shows what you would use to tell what time it is?"

28.



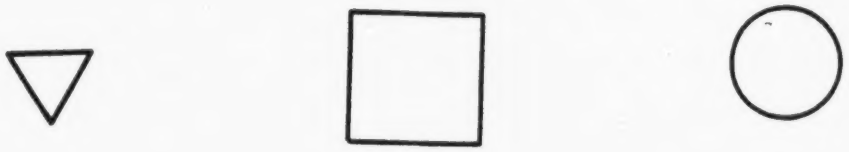
Teacher says: "Look at the picture. Find the triangle. Fill in the bubble under the triangle."

29.



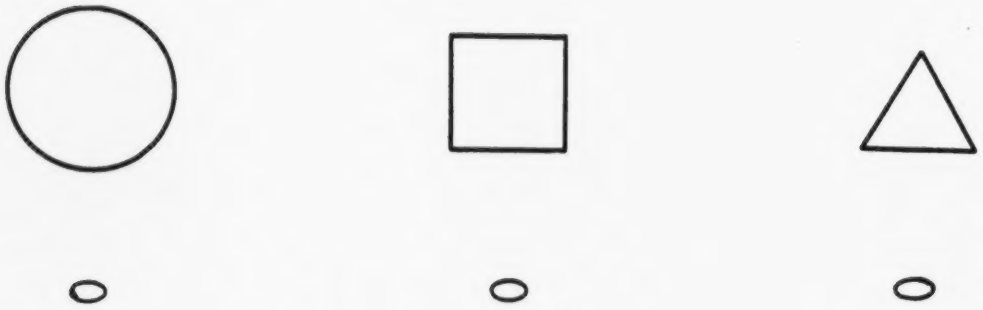
Teacher says: "Look at the picture. Find the square. Fill in the bubble under the square."

30.



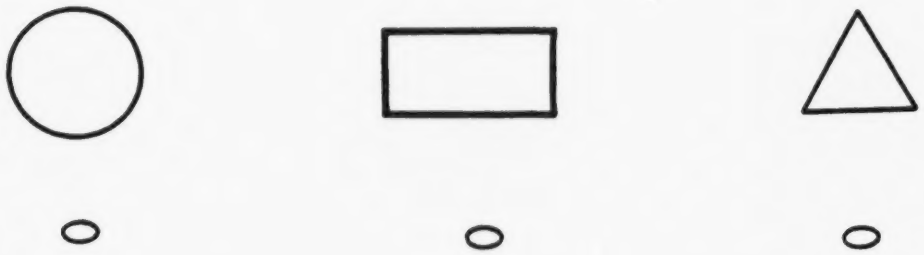
Teacher says: "Look at the picture. Find the circle. Fill in the bubble under the circle."

31.



Teacher says: "Look at the picture. Find the rectangle. Fill in the bubble under the rectangle."

32.



FIRST GRADE
TEACHER MADE TEST

DECEMBER 1986

Teacher says: "Look at the numbers. Which is the largest number? Fill in the bubble under the answer you choose."

1.

37 23 13

○ ○ ○

2.

45 70 15

○ ○ ○

Teacher says: "Look at the numbers. Which is the smallest number? Fill in the bubble under the answer you choose."

3

75 51 4

○ ○ ○

4.

2 49 15

○ ○ ○

Teachers says: "Look at the number line. A number is missing.
Write the missing number in the box."

5.

52 53 54 ☐

6.

78 79 ☐ 81

7.

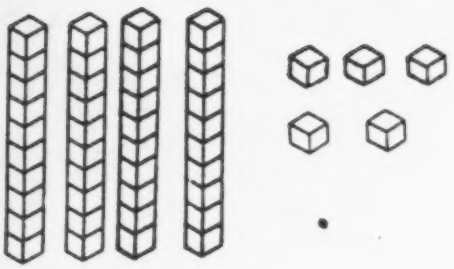
☐ 38 39 40

8.

69 ☐ 71 72

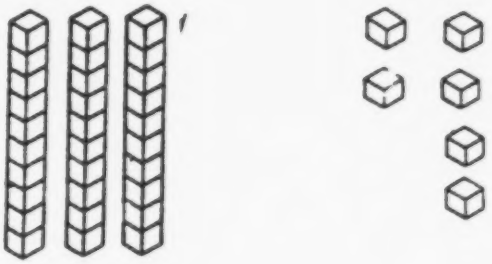
Teacher says: "Look at the cubes below. How many tens and how many ones are there? Write the number of tens and the number of ones on the lines."

9.



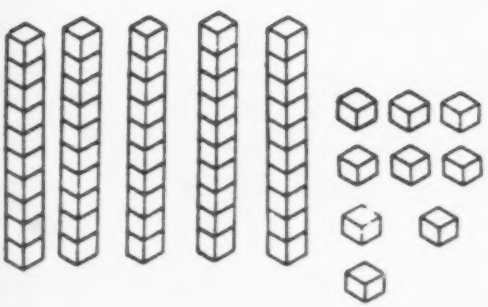
____tens ____ones

10.



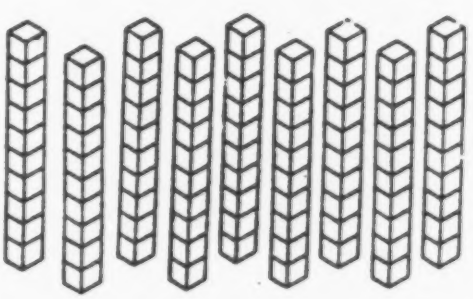
____tens ____ones

11.



____tens ____ones

12.



____tens ____ones

Teacher says: "Look at the addition problems. Fill in the bubble under the right answer."

13.

$$\begin{array}{r} 37 \\ +\ 1 \\ \hline \end{array}$$

25 ○ 23 ○ 38 ○

14.

$$\begin{array}{r} 13 \\ +\ 4 \\ \hline \end{array}$$

10 ○ 17 ○ 27 ○

15.

$$\begin{array}{r} 74 \\ +\ 0 \\ \hline \end{array}$$

74 ○ 72 ○ 60 ○

16.

$$\begin{array}{r} 52 \\ +\ 5 \\ \hline \end{array}$$

54 ○ 57 ○ 58 ○

Teacher says: "Look at the subtraction problems. Fill in the bubble under the correct answer."

17.

$$\begin{array}{r} 16 \\ -\ 6 \\ \hline \end{array}$$

21	10	11
○	○	○

18.

$$\begin{array}{r} 72 \\ -\ 0 \\ \hline \end{array}$$

73	72	70
○	○	○

19.

$$\begin{array}{r} 26 \\ -\ 2 \\ \hline \end{array}$$

22	24	18
○	○	○

20.

$$\begin{array}{r} 64 \\ -\ 4 \\ \hline \end{array}$$

60	81	88
○	○	○

Teacher ays: "I will read each problem out loud. You are to work the problem and fill in the bubble under the correct answer."

21.

Mary has 7 oranges. She gives 6 oranges to John. How many oranges does Mary have left?

13 ○ 8 ○ 1 ○

22.

Jerry has 17 balloon 2 balloons flew awa How many balloons does he have left?

16 ○ 20 ○ 15 ○

23.

Juan sees 5 clowns.

He sees 3 more.

How many clowns does Juan see now?

14 ○ 8 ○ 16 ○

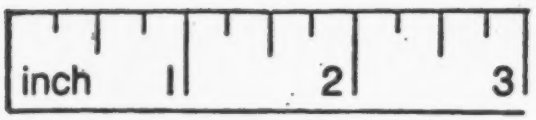
24.

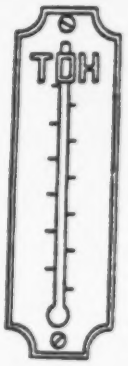
Sam has 9 balls. He gets 5 more. How many balls does Sam have?

3 ○ 25 ○ 14 ○

Teacher says: "Look at the picture. What would you use to measure how tall your are? The first picture shows a measuring cup. The second picture shows a ruler. The third picture shows a thermometer. Fill in the bubble under the picture that shows what you would use to measure how tall you are.

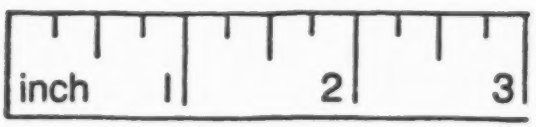
25.





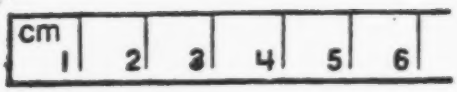
Teacher says: "What would you use to measure the water in a glass. The first picture shows a measuring cup. The second picture shows a ruler. The third picture shows a clock. Fill in the bubble under the picture that shows what you would use to measure the water in a glass?"

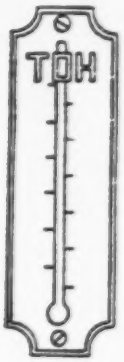
26.



Teacher says: "Look at the picture. What would you use to measure the temperature?" The first picture shows a ruler. The second picture shows a measuring cup. The third picture shows a thermometer. Fill in the bubble under the picture that shows what you would use to measure your temperature?

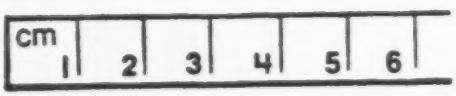
27.





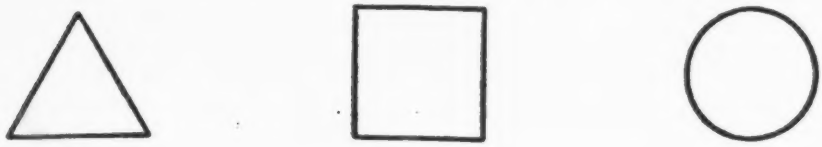
Teacher says: "Look at the picture. What would you use to tell what time it is? The first picture shows a ruler. The second picture shows a measuring cup. The third picture shows a clock. Fill in the bubble under the picture that shows what you would use to tell what time it is?"

28.



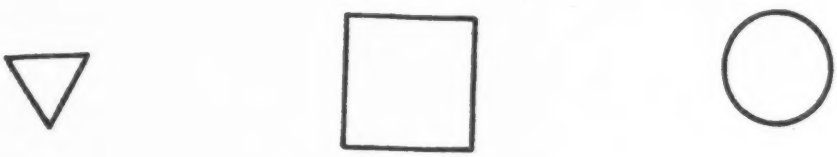
Teacher says: "Look at the picture. Find the triangle. Fill in the bubble under the triangle."

29.



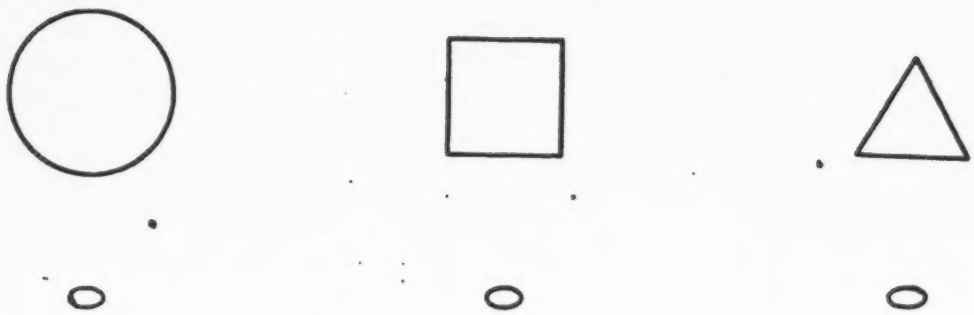
Teacher says: "Look at the picture. Find the square. Fill in the bubble under the square."

30.



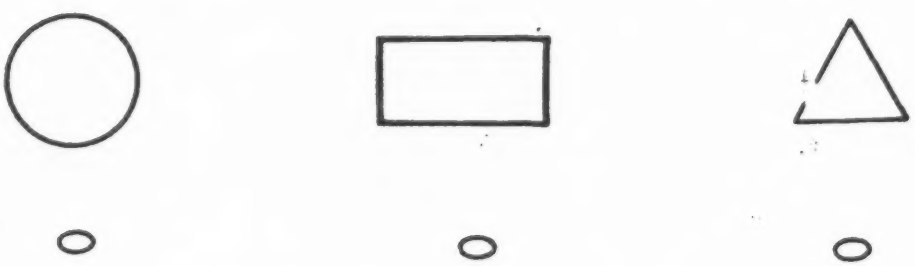
Teacher says: "Look at the picture. Find the circle. Fill in the bubble under the circle."

31.



Teacher says: "Look at the picture. Find the rectangle. Fill in the bubble under the rectangle."

32.



TEACHER MADE TEST

GRADE I

DECEMBER 1986

FIRST GRADE DECEMBER 1986
TEACHER MADE TEST

Directions: Write the spelling of commonly used words.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

Directions: Read the three sentences in each question to yourself. Find the one sentence which uses periods or question marks correctly. Fill in the bubble next to your answer.

5. (A) The barn is big.

(B) The animal is a calf

(C) Where is the box.

---

6. (A) What is in the box.

(B) The house is old.

(C) Two girls are going

---

7. (A) The clown is big and funny?

(B) How old is he?

(C) Why are you crying.

---

8. (A) I like to eat cake

(B) My dog is here.

(C) Who is that lady.

Directions: Read the three sentences in each question to yourself. Find the one sentence which uses capital letters correctly. Fill in the bubble next to your answer.

9. ◯ (A) Mary began her garden.

◯ (B) Tom and i are asleep.

◯ (C) can the girl go to school?

---

10. ◯ (A) The basket was john's.

◯ (B) An elephant is big.

◯ (C) Jerry and i are on the fence.

---

11. ◯ (A) snakes are in the forest.

◯ (B) Susan said I was a pest.

◯ (C) It is a surprise for mary.

---

12. ◯ (A) the skirt is nice.

◯ (B) Snails are very slow.

◯ (C) the pie is large.

Directions: Read the three sentences to yourself. Find the one sentence which uses words in the right way. Fill in the bubble next to your answer.

13. ○ (A) The puppets is funny.

○ (B) Bob and Mary run fast.

○ (C) John and Susan drinks milk.

---

14. ○ (A) You are a big boy.

○ (B) She are helping the girl.

○ (C) I is playing a game.

---

15. ○ (A) The feathers is large.

○ (B) Mary hug her sister.

○ (C) Some airplanes fly high.

---

16. ○ (A) John run to the store.

○ (B) The girls hikes in the mountain.

○ (C) Jerry camps in the woods.

THIRD TEST - GRADE I

FIRST GRADE
THIRD TEST

DIRECTIONS: Read the story in the box to yourself. Decide what the story is mainly about. Fill in the space by the sentence that tells what the story is mainly about.

The clown had many color balloons. He had three yellow balloons. He had two green balloons. He even had one black balloon.

1. What is this story mainly about?

- ○ The clown had many color balloons.
- ○ The clown had three yellow balloons.
- ○ The black balloon was the best.

John likes to play football. John likes to play baseball. John likes to play basketball. John likes to play many different sports.

2. What is this story mainly about?

- ○ John likes to play basketball.
- ○ John likes to ride his bike.
- ○ John likes many different sports.

DIRECTIONS: Read the story in the box to yourself. Decide what the story is mainly about. Fill in the space by the sentence that tells what the story is mainly about.

Harry the rooster lived by himself in the barn. He did not like to be by himself. He likes other roosters and hens to be with him.

3. What is this story mainly about?

- ○ Harry did not like the barn.
- ○ Harry did not like to be by himself.
- ○ Harry was a rooster.

Dogs and cats can live in houses. They can live outside. Some dogs and cats live in the streets. Dogs and cats can live in many places.

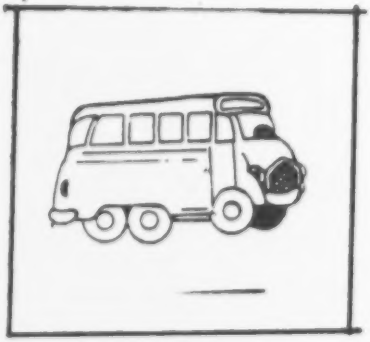
4. What is this story mainly about?

- ○ Dogs and cats live in houses.
- ○ Dogs and cats can live in cars.
- ○ Dogs and cats can live in many places.

TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

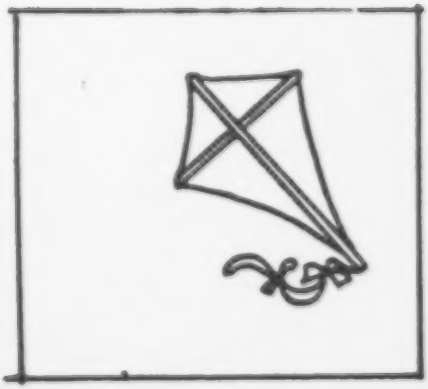
5. Find the picture of this word.

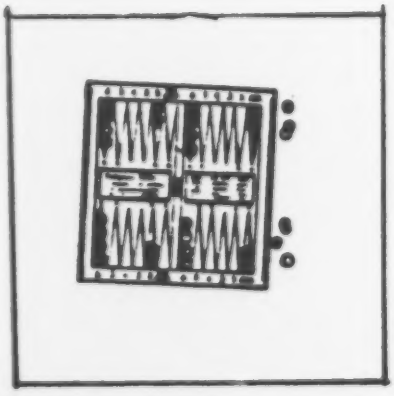
beach

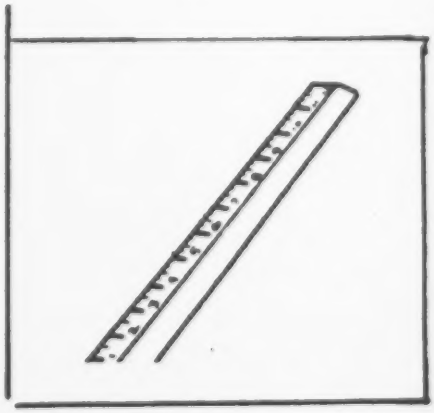


6. Find the picture of this word.

game





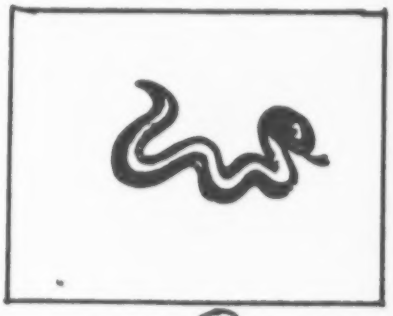


TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

---

7. Find the picture of this word.

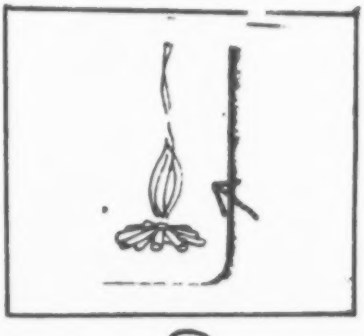
snake



---

8. Find the picture of this word.

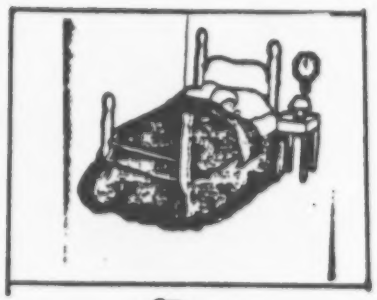
flame



TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

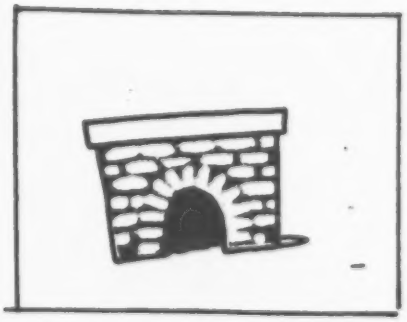
9. Find the picture of this word.

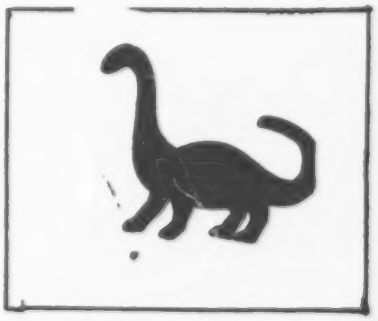
raincoat



10. Find the picture of this word.

fireman

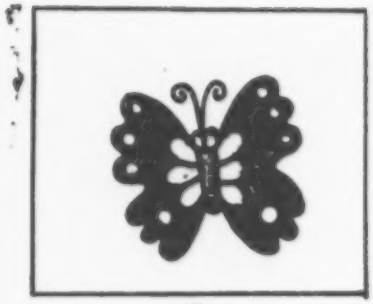


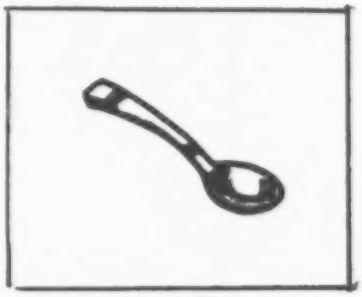


TEACHER SAYS: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

11, Find the picture of this word.

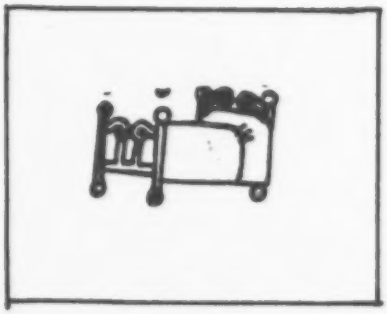
butterfly

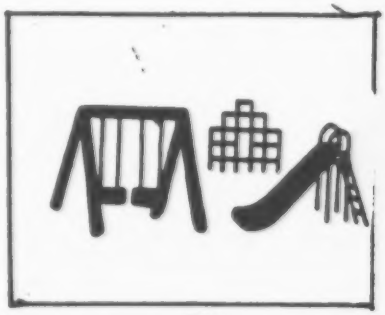




12. Find the picture of this word.

playground





TEACHER SAYS: "Read the story in the box to yourself. Decide what the underlined word means. Fill in the space next to the meaning of the underlined word."

The boys were quick, but the girls were slow.

13. What does quick mean?

- ○ big
- ○ fast
- ○ happy

The children had a wonderful idea. They helped their father. He was very proud.

14. What does wonderful mean?

- ○ great
- ○ sad
- ○ rainy

TEACHER SAYS: "Read the story in the box to yourself. Decide what the underlined word means. Fill in the space next to the meaning of the underlined word.

The children have many toys to play with.

They share their toys.

15. What does share mean?

- ○ lend
- ○ same
- ○ sell

There were three children. There were only two balloons. There were not enough balloons.

16. What does enough mean?

- ○ more
- ○ plenty
- ○ give

TEACHER SAYS: "Read each question, read the sentence in the box to yourself. One word is underlined. Find the root word of the underlined word. Fill in the space next to the root word.

The girl was sweeping the room.

17. What is the root word for sweeping?

- ing
- sweep
- swee

The boy and girl climbed the mountain.

18. What is the root word for climbed?

- bed
- climb
- climbe

TEACHER SAYS: "For each question, read the sentence in the box to yourself. One word is underlined. Find the root word of the underlined word. Fill in the space next to the root word."

The goats were in the barn.

19. What is the root word of goats?

- ○ goat
- ○ s
- ○ ts

The boxes are on the table.

20. What is the root word of boxes?

- ○ boxe
- ○ es
- ○ box

DIRECTIONS: Look at three words. Now listen very carefully. Find the word with the same beginning sound as barn.

21. Fill in the space under your answer.

bake	fox	cat
○	○	○

DIRECTIONS: Look at the three words. Now listen very carefully. Find the word with the same beginning sound as hay.

22. Fill in the space under your answer.

pig	horse	got
○	○	○

DIRECTIONS: Look at the three words. Now listen very carefully. Find the word with the same beginning sound as toy.

23. Fill in the space under your answer.

sit	top	pet
○	○	○

DIRECTIONS: Look at the three words. Now listen very carefully. Find the word with the same beginning sound as six.

24. Fill in the space under your answer.

skirt	tail	man
○	○	○

TEACHER SAYS: "Read the story in the box to yourself. Then answer the questions about the story. Fill in the space next to your answer."

Mrs. Solis' class saw animals in the farm. Sam saw a cow. Mary saw a horse. John saw a hen.

25. What animal did Mary see?

- butterfly
- horse
- cow

The baby was on the bed. The girl was on the box. The boy was in the house.

26. Where was the girl?

- in the house
- in the barn
- in the box

TEACHER SAYS: "Read the story in the box to yourself. Then answer the questions about the story. Fill in the space next to your answer."

In the morning Mr. Brown goes to the park. He goes to the store for lunch. He comes to the school after lunch. He goes to the store at dinnertime.

27. When does Mr. Brown go to the store?

- ○ at dinnertime
- ○ at lunch
- ○ in the morning

It was time to go home after school. Mary cleaned her desk. Tom got his coat. Dan wrote his homework down.

28. Who got his coat?

- ○ Mary
- ○ Tom
- ○ Dan

TEACHER SAYS: "Read the story in the box to yourself. Then answer the questions about what happens first or what happens last. Fill in the space next to your answer."

The boy played in his yard. He found a small horse. He gave the horse some hay. The boy took the horse home.

29. What did the boy do first?

- ○ played in the yard
- ○ took the horse home
- ○ he rode the horse

Mike is going to make a cake. First he will mix the flour. Then he will pour it into the pan. He will put it in the oven.

30. What did Mike do last?

- ○ pour the flour into the pan
- ○ put it in the oven
- ○ mix the flour

Teacher says "Read the story in the box to yourself. Then answer the questions about what happens first or what happens last. Fill in the space next to your answer."

> Mike and Tom went fishing. First they put the worm on the hook. Then they threw the line in the water. Then they caught a fish.

31. What did Mike and Tom do first?

- ○ threw the hook
- ○ put the worm on the hook
- ○ caught a fish

> The boy sat down. He was tired. He rested awhile. The boy got up and ran.

32. What did the boy do last?

- ○ rested
- ○ sat down
- ○ got up and ran

Teacher says: "Read the story in the box to yourself. Then answer the question about what will happen next. Fill in the space next to your answer."

> Mary put turkey, peas, potatoes, and a roll on her plate. She was very hungry. She sat down at the table.

33. What will happen next?

- ○ Mary will sing softly.
- ○ Mary will eat dinner.
- ○ Mary will go to a party.

> Tom ran hot water in the sink. The soap he put in the water made bubbles. All the dirty dishes were stacked next to the sink.

34. What will happen next?

- ○ Tom will take a bath
- ○ Tom will go swimming.
- ○ Tom will wash the dishes.

Teacher says: "Read the story in the box to yourself. Then answer the question about what will happen next. Fill in the space next to your answer."

> Mary waited for everyone to finis. eating before she began her chore. Before long everyone was finished and had left the table.

35. What will Mary do next?

- ○ Mary will play a game.
- ○ Mary will have dinner.
- ○ Mary will clear the table.

> Sam had washed all the dirty plates, glasses, and silverware. Janet came into the kitchen and picked up a clean cloth.

36. What will Janet do next?

- ○ Janet will dry the dishes.
- ○ Janet will bake a pie.
- ○ Janet will wash the dishes.

MATHEMATICS - GRADE 2

TEACHER MADE TEST - 1986

SECOND GRADE MATH

TEACHER MADE TEST - 1986

1. In the number 467 the 6 is in what place? Mark your answer.

- ◯ hundreds
- ◯ tens
- ◯ ones
- ◯ thousands

2. In 841 the 1 is in what place? Mark your answer.

- ◯ ones
- ◯ tens
- ◯ hundreds
- ◯ thousands

3. In the number 45 the 4 is in what place? Mark your answer.

- ◯ twos
- ◯ hundreds
- ◯ ones
- ◯ tens

4. In the number 2378 the 3 is in what place?

- ◯ ones
- ◯ hundreds
- ◯ tens
- ◯ thousands

5. Which group of numbers shows the three numbers in order from least to greatest?

- ◯ 30 40 50
- ◯ 10 20 30
- ◯ 10 12 6
- ◯ 12 45 15

7. Which group of numbers shows the three numbers in order from greatest to least?

- ◯ 60 25 35
- ◯ 67 35 75
- ◯ 85 70 65
- ◯ 24 12 40

6. Which group of numbers show the three numbers in order from greatest to least?

- ◯ 2 4 10
- ◯ 43 14 26
- ◯ 38 26 17
- ◯ 24 12 38

8. Which group of numbers show the three numbers in order from least to greatest?

- ◯ 12 25 40
- ◯ 34 10 20
- ◯ 12 14 16
- ◯ 21 18 16

9. Solve the problem. Mark your answer

$$\begin{array}{r} 58 \\ +\ 72 \\ \hline \end{array}$$

- ○ 130
- ○ 178
- ○ 78
- ○ 79

11. Solve the problem. Mark your answer.

$$\begin{array}{r} 84 \\ +\ 93 \\ \hline \end{array}$$

- ○ 56
- ○ 177
- ○ 26
- ○ 156

10. Solve the problem. Mark your answer.

$$\begin{array}{r} 204 \\ +\ 682 \\ \hline \end{array}$$

- ○ 160
- ○ 346
- ○ 886
- ○ 888

12. Solve the problem. Mark your answer.

$$\begin{array}{r} 65 \\ +\ 26 \\ \hline \end{array}$$

- ○ 35
- ○ 45
- ○ 65
- ○ 91

13. Solve the problem. Mark your answer.

$$\begin{array}{r} 58 \\ -\ 17 \\ \hline \end{array}$$

- ○ 61
- ○ 31
- ○ 92
- ○ 41

15. Solve the problem. Mark your answer.

$$\begin{array}{r} 187 \\ -\ 45 \\ \hline \end{array}$$

- ○ 13
- ○ 142
- ○ 37
- ○ 165

14. Solve the problem. Mark your answer.

$$\begin{array}{r} 35 \\ -\ 5 \\ \hline \end{array}$$

- ○ 30
- ○ 72
- ○ 24
- ○ 64

16. Solve the problem. Mark your answer.

$$\begin{array}{r} 46 \\ -\ 17 \\ \hline \end{array}$$

- ○ 29
- ○ 63
- ○ 24
- ○ 71

17. Solve the problem. Mark your answer.

Luis found 4 rocks. Andy found 7 rocks. How many rocks did they find together?

- 1
- 9
- 12
- 11

19. Solve the problem. Mark your answer.

Jane has 2 dogs. Joe has 6 dogs. How many dogs do they have together?

- 12
- 9
- 18
- 8

18. Solve the problem. Mark your answer.

Jamie has 6 fish in one bowl. He has 8 fish in another bowl. How many fish does he have altogether?

- 14
- 28
- 3
- 11

20. Solve the problem. Mark your answer.

Suzy has 35 crayons in one box and 24 crayons in another box. How many crayons does Suzy have?

- 9
- 24
- 18
- 59

21. Solve the problem. Mark your answer.

Lilly had 17 tickets to sell. She sold 9 tickets today. How many tickets did she have left?

- ○ 8
- ○ 5
- ○ 24
- ○ 12

22. Solve the problem. Mark your answer.

Sally has 8 pencils. She lost 2 pencils. How many pencils does she have left?

- ○ 16
- ○ 10
- ○ 12
- ○ 6

23. Solve the problem. Mark your answer.

There were 9 children in the playground. Five children went home. How many children were left?

- ○ 12
- ○ 6
- ○ 4
- ○ 32

24. Solve the problem. Mark your answer.

Karen had 15 shells. She gave 7 shells to Sam. How many shells did Karen have left?

- ○ 3
- ○ 10
- ○ 7
- ○ 8

25. Complete the pattern.
Mark your answer.

3, 4, 5, 6, __, __, __

- 30, 40, 50
- 8, 16, 24
- 3, 2, 1
- 7, 8, 9

26. Complete the pattern.
Mark your answer.

10, 15, 20, 25, ___, ___, ___

- 20, 20, 40
- 30, 40, 50
- 25, 30, 35
- 30, 35, 40

27. Complete the pattern.
Mark your answer.

30, 40, 50, ___, ___, ___

- 10, 15, 20
- 2, 4, 8
- 60, 70, 80
- 3, 9, 12

28. Complete the pattern.
Mark your answer.

4, 6, 8, 10, ___, ___, ___

- 9, 10, 11
- 12, 14, 16
- 16, 20, 24
- 2, 3, 4

29. Mark the space next to your answer.

20 =

- 2 ones
- 2 tens + 4 ones
- 2 hundreds + 4 ones
- 2 tens

30. Mark the space next to your answer.

200 + 20 + 1 =

- 221
- 102
- 122
- 100

31. Mark the space next to your answer.

416 =

- 6 tens + 4 ones
- 6 hundreds + 4 tens
- 4 hundreds + 1 ten + 6 ones
- 4 hundreds + 6 tens + 1 one

32. Mark the space next to your answer.

40 + 0 =

- 404
- 44
- 40
- 4

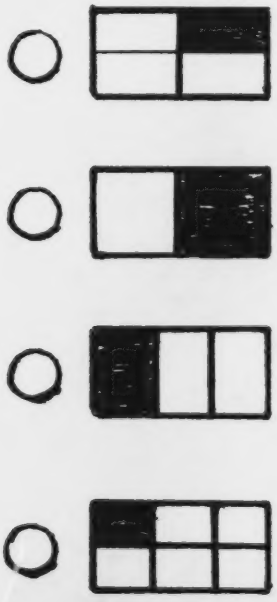
33. What part of the rectangle is shaded? Mark your answer.

- 3/4
- 1/3
- 1/2
- 2/3

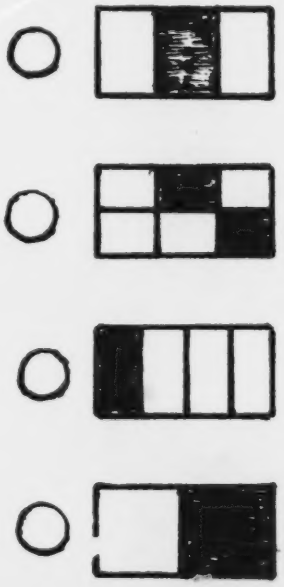
35. What part of the rectangle is shaded? Mark your answer.

- 1/4
- 2/6
- 1/2
- 1/3

34. Which rectangle has 1/6 of it shaded? Mark your answer.



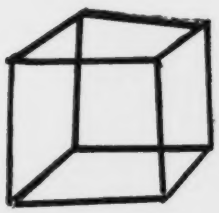
36. Which rectangle has 1/2 of it shaded? Mark your answer.



37. What is the name of this shape? Mark your answer.

- rectangle
- cone
- sphere
- cylinder

38. What is the name of this shape? Mark your answer.



- rectangle
- cube
- triangle
- cylinder

39. Which of these has the shape of a sphere?

40. What is the name of this shape? Mark your answer.

- rectangle
- cone
- sphere
- triangle

41. Mark your answer.

The lengeth of a table would be measured in _____.

- ◯ inches
- ◯ feet
- ◯ miles
- ◯ gallons

42. Mark your answer.

The distance between two states would be measured in _____.

- ◯ pounds
- ◯ feet
- ◯ miles
- ◯ gallons

43. Mark your answer.

The length of a book would be measured in _____.

- ◯ gallons
- ◯ pounds
- ◯ inches
- ◯ miles

44. Mark your answer.

The weight of a boy or girl would be measured in _____.

- ◯ quarts
- ◯ inches
- ◯ pounds
- ◯ miles

GRADE 2

TEACHER MADE TEST

DECEMBER 1986

SECOND GRADE
TEACHER MADE TEST DECEMBER 1986

Part I.

Read the sentence. Find the right spelling of the word that goes in the blank.

1. The_____blew very hard.

   A. wind

   B. winn

   C. win

   D. whin

2. Open your pencil_____.

   A. bocs

   B. boks

   C. boxx

   D. box

3. Go to sleep in the _____.

   A. beb

   B. bedd

   C. deb

   D. bed

4. Take a bath in the _____.

   A. tup

   B. tub

   C. tupp

   D. tubb

Read the group of sentences. Find the sentence with the right punctuation. Fill in the answer on the card.

5. A. Do you like school.
   B. My new car is blue
   C. His dog barks?
   D. Will you come with me?

6. A. The room is hot
   B. That teacher is nice?
   C. Your hat is great
   D. We saw a monkey.

7. A. The women ran away?
   B. Margaret is nice?
   C. How old are you?
   D. The sun is hot

8. A. How many dollars do you have
   B. School started on September 2, 1986
   C. The house is new?
   D. My shirt is blue.

Read the group of sentences. Find the sentence that uses capitol letters correctly. Fill in the answer on the card.

9. A. mr. Black has a cat.
   B. Mr black has a Cat.
   C. Mr. Black has a cat.
   D. Mr. Black has a Cat.

10. A. We live in dallas, texas.
    B. We live in Dallas, Texas.
    C. we live in Dallas, Texas.
    D. we live in dallas, texas.

11. A. Have you ever been to mexico?
    B. have you ever been to Mexico?
    C. have you ever been to mexico?
    D. Have you ever been to Mexico?

12. A. My dog is a Good Pet.
    B. My Dog is a good pet.
    C. My dog is a good pet.
    D. my Dog is a good Pet.

Read the group of sentences. Find the sentence that uses words in the right way. Fill in the answer on the card.

13. A. Chris be happy.
    B. Chris are happy.
    C. Chris is happy.
    D. Chris being happy.

14. A. The boy taked the test.
    B. The boy tooks the test.
    C. The boy takes the test.
    D. The boy taked the test.

15. A. Mr. Red walk to school.
    B. Mr. Red wallked to school.
    C. Mr. Red walkk to school.
    D. Mr. Red walks to school.

16. A. Paul ranned in the hall.
    B. Paul runned in the hall.
    C. Paul ran in the hall.
    D. Paul run in the hall.

Read each group of words. Find the one that is a complete sentence. Fill in the answer on the card.

17. A. A very dark night.
    B. Went with him to schoo.
    C. A boy talked to me.
    D. A man with grey pants.

18. A. The boy walks to school.
    B. In the car.
    C. The telephone rang.
    D. Lost in the store.

19. A. Pat with the principal.
    B. Dog and cat in the house.
    C. The bird flew away.
    D. Running away.

20. A. In the driveway.
    B. On the telephone.
    C. The green grass.
    D. The car is white.

Read each line below. In each line, one underlined part has a mistake in the spelling, punctuation, capitalization, or in the way a word is used. Find the underlined part that has the mistake and fill the answer on the card.

21. The (A) man walk (B) to the store (C).

22. Mr. (A) Brown be (B) a good teacher (C).

23. his (A) father is (B) friendly (C).

24. John (A) wents (B) to school Sunday (C).

PART II

WRITING SAMPLE

25. A dinosaur is bigger than an elephant. Tell what it would feel like to be that big.

Why is this rabbit crying? What would you say and do to make him stop?

This is a picture of a friendly old cowboy. He has always been a cowboy. He comes to visit your class. Tell a story about what he teaches you.

READING

TEACHER MADE TEST - GRADE 2

DECEMBER 1986

SECOND GRADE
TEACHER MADE TEST

DECEMBER 1986

READING

DIRECTIONS: Read the sentence in the box. Then chose the meaning of the underlined word or group of words in the sentence. Mark the correct answer on the answer sheet.

1. John said everyone came.

A. no one
B. all the people
C. policeman
D. soon

2. Jane is beautiful.

A. tall
B. ugly
C. to thin
D. very pretty

3. He chased the dog away.

A. followed
B. called
C. sent away
D. walked with

4. The man is the chief.

A. friend
B. walking around
C. leader
D. worker

DIRECTIONS: Choose the word that sounds the same as the make believe word in the box. Mark the correct answer on your answer sheet.

5. layk

A. laid
B. lake
C. ape
D. lak

6. tayl

A. tall
B. tell
C. tale
D. tal

7. roez

A. raise
B. ross
C. rose
D. rip

8. crak

A. crate
B. cap
C. crack
D. krak

DIRECTIONS: Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark the correct answer on your answer sheet.

9. He gave her directions to the library.

A. moved the house
B. show the way
C. got her lost
D. gave her five dollars

10. The deer moved quietly in the forest.

A. a green tractor
B. a large four legged animal
C. his wife
D. your teacher

11. The boy had an unhappy look on his face.

A. without fear
B. full of happiness
C. with much crying
D. not happy

12. I broke the glass and was sorry.

A. happy
B. paid for
C. glad
D. felt bad about

DIRECTIONS: Read the ssentence in the box. Then choose the meaning of the underlined word or group of word in the sentence. Mark the correct ansswer on your answer sheet.

13. Frank doesn't like the cabin, but I think it's dangy.

A. terrible
B. dirty
C. terrific
D. empty

14. This knife is blunt, so it won't cut butter.

A. sharp
B. plate
C. long
D. dull

15. The coach will demonstrate how you should kick the ball.

A. draw
B. shows
C. catch
D. tell

16. We all laughed at Doreen's comical story.

A. scary
B. old
C. funny
D. lonely

DIRECTIONS: Read the story in the box. Then answer the question. Mark the correct answer on your answer sheet.

GRASSHOPPERS

Grasshoppers come from eggs. They have four long wings and six legs. Some grasshoppers live on the ground; others live in trees. All grasshoppers can jump and fly. They fly high in the air. They jump, fly, and play. Most grasshoppers are green, black, or brown.

17. Grasshoppers have how many legs?

A. twenty
B. two
C. six
D. four

18. Where do grasshoppers live?

A. only on the ground
B. only in trees
C. both on the ground and in trees
D. jumping and flying

SPORTS AND GAMES

Billy and Jack like to play ball. They play kickball and football at school. Bill and Jack want to play on a baseball team. Next spring they will join a Little League team. Jack wants to be a pitcher. Bill wants to pplay second base. The boys will have fun.

19. What kind of team do Bill and Jack want to be on?

A. hockey
B. tennis
C. football
D. baseball

20. How many games do the boys play at school?

A. two
B. one hundred
C. three
D. ten

PAULS SUNDAY

Paul woke up at eight o'clock Sunday morning. First Paul had some breakfast. After breakfast he got dressed for church. Then he went to church. Next he ate a big lunch. After that he took a long nap. When his nap was over, Paul played outside.

21. What did Paul do after he got dressed?

A. He took a nap.
B. He ate lunch.
C. He went to church.
D. He went out to play.

Mary and Evelyn want to play softball. First they get their teachers permission to play. Then they get the balls and the bats from the P.E. Coach. They take the balls and bats to the playground. Then they call the class outside. Last they start playing softball.

22. What do Mary and Evelyn do first?

A. They play softball.
B. They call the class outside
C. The phone home.
D. They ask their teacher for permission to play.

BUILDING A PATIO

Juan wanted a patio. First he got everything he needed to make one. Then he started the cement mixer. After that he mixed sand, gravel, and water in the cement mixer. Then he poured the mixture into place. He let this dry for two days. At last Juan and his family could play on a new patio.

23. What did Juan do before he poured the mixture into place?

A. Wrote a letter to his mother.
B. He mixed the sand, gravel, and water.
C. He started the cement mixer.
D. He played on the new patio.

GETTING UP

Sam gets up every morning. First he opens his eyes. Second he yawns Third he gets out of bed. After that he brushes his teeth. Then he gets dressed. The last thing that Sam does is eat breakfast.

24. What does Sam do second?

A. Sam eats breakfast.
B. Sam yawns.
C. Sam gets out of bed.
D. Sam gets dressed.

Every Saturday Mary works at her fathers store. She has to empty the trash. Maary has to dust the shelves. In the afternoon she cleans the windows. After she cleans the windows she locks the door.

25. What is the main idea of this story?

A. Sally works at her Dad's store.
B. Sally empties the trash.
C. Sally cleans the windows.
D. Sally has many jobs at her Dad's store.

Jackie and Roberta go to school together. They live on the same block. Jackie and Roberta have the same teacher. They play Seven Up and other games at school. Jackie and Roberta play games at home, too. Jackie might spend the night at Roberta's house this Friday.

26. What is the main idea of this story?

A. Jackie and Roberta live near each other.
B. Jackie and Roberta are good friends.
C. Jackie and Roberta go to the same school.
D. Jackie and Roberta have a lot of fights.

People need to eat different kinds of food. Different kinds of food help keep people healthy. People should eat fruits such as apples, peaches, and pears. People should eat vegetables such as green beans, lettuce, and spinach. It is important for people to eat meat and bread. People should also drink milk and water everyday.

27. What is the main idea of this story?

A. People should eat green beans.
B. Popyee eats Spinach.
C. It is important to eat different foods.
D. People need to eat meat.

Roland's football team has practice five times a week. They practice for three hours everytime. Roland likes to practice. Sometimes Roland is very tired after practice. Roland's football team has won eleven games. They have not lost any games.

28. What is the main idea of this story?

A. Roland likes football praactice.
B. Roland gets tired at football practice.
C. Roland plays on a football team.
D. Roland's team has won edleven games.

The Class Party

Mr. Stervinou's class had a reward party. Margaret ate six pieces of cake. Frank ate seven scoops of ice cream. Elisa ate twenty pieces of candy at the party. Destiny drank a whole bowl of fruit drink

29. What do you think happened next?

A. The class went ice skating.
B. Mr. Stervinou was mad.
C. The class was sick.
D. Elisa called her mother.

Snow Cone Time

Ricky and Suzzie each wanted an ice cream cone. They went to the kitchen and opened the freezer. They both took the two ice trays out. Ricky and suzzie forgot to put the ice trays away.

30. What happened next?

A. They will make another snow cone.
B. The ice cubes will melt.
C. They will wash the trays.
D. They will make orange juice.

Summer Heat

It is summer and the weather is beginning to get very hot. The grass in the yard is getting dry. The grass is turning brown. It has not rained for two weeks. The sprinkler is broken.

31. What do you think happened next?

A. It snowed
B. The grass will die.
C. The grass turned green.
D. The moon camr out.

Playing In The Snow

It snowed for six hours today. It was very cold outside. Vincente played outside in the snow while his mother was at work. All his clothes were wet and cold when he went inside. His mother was mad at him when she got home.

32. What do you think happened next?

A. Vincente caught a cold.
B. Vincente went back outside.
C. Vincente's mother called Mr. Zavala.
D. Vincente Colored The Weather.

DIRECTIONS: Look at the table of contents in the box below. Then answer the questions below the box. Mark the answers on your answer sheet.

Living In Columbia ---------- 42
by Juan Valdez

Cowboys In Mexico ---------- 48
by Cowboy Bob

Chapter 9 The United States ---------- 56

Life In The White House ---------- 57
by Richard M. Nixon

Life In Georgia ---------- 61
by Jimmy Carter

The Apple Tree ---------- 67
by George Washington

Chapter 10 Our World ---------- 70

The United Nations ---------- 71
by Harry S. Truman

How To Win A Big War ---------- 75
by Dewhite Eisenhaur

---

33. In this table of contents Chapter 9 begins on which page?

A. Page 75
B. Page 57
C. Page 56
D. Page 958

34. Who wrote the story Life In The White House?

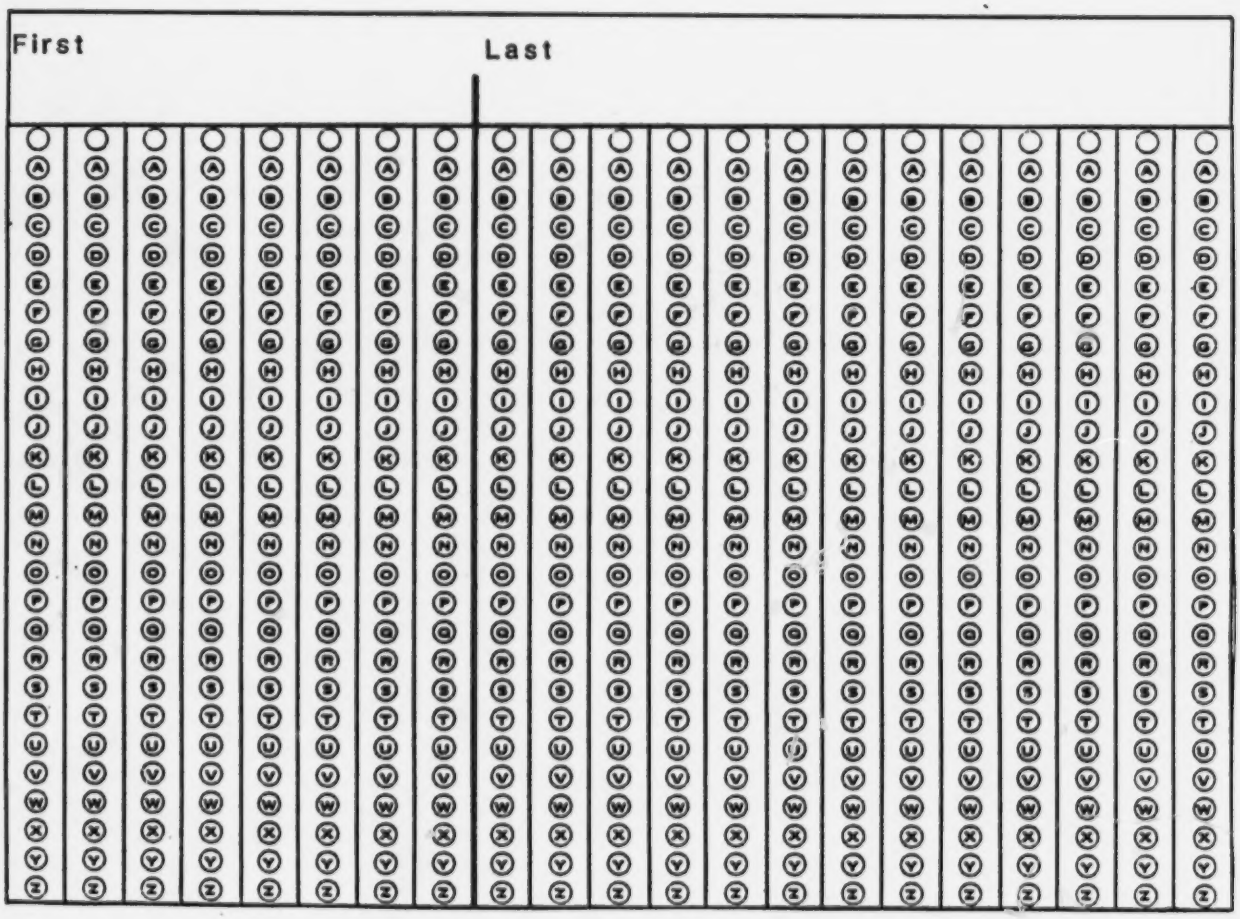
A. Jimmy Carter
B. Charles Stervinou
C. Richard M. Nixon
D. Cowboy Bob

ASSESSMENT OF MINIMUM SKILLS

READING

GRADE 2

ASSESSMENT OF MINIMUM SKILLS
READING
SECOND GRADE



Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

PRACTICE TEST
ASSESSMENT OF MINIMUM SKILLS
READING
SECOND GRADE

There are thirty-six questions in this test. Work carefully and try to get as many questions right as you can. Do not spend too much time on any one question. You may mark an answer even when you are not perfectly sure that it is right.

Mark all of your answers on the test booklet with a number 2 pencil. Make your answer marks heavy and dark. Choose only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely.

It is important that the only marks you make in your test booklet show the answers you choose. Look at the following sample question and see how the answer is marked.

Directions: Read the sentence in the box below. Answer the question about the underlined word. Mark that answer in your booklet.

The girls were happy.

What does happy mean in this sentence?

- ○ sad
- ○ angry
- ● glad
- ○ hurt

Since happy means to be glad or joyful, the correct answer is the third choice, glad. See how the circle has been filled in.

DO NOT BEGIN UNTIL YOU ARE TOLD TO DO SO.

Produced and Disseminated
by

Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

DIRECTIONS: Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.

1.

Bob and John went to the concert.

- ○ cabin
- ○ workroom
- ○ musical show
- ○ basketball game

2.

We will walk beyond the river tomorrow.

- ○ past
- ○ beside
- ○ as far as
- ○ near

3.

Maria told the class her favorite riddle.

- ○ story
- ○ food
- ○ television show
- ○ joke

DIRECTIONS: Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.

4.

Janet is a <u>selfish</u> girl.

- ○ friendly
- ○ greedy
- ○ young
- ○ funny

DIRECTIONS: Choose the word that sounds the same as the make-believe word in the box. Mark your answer.

5.

skor

- ○ sock
- ○ scarves
- ○ score
- ○ shore

6.

serten

- ○ certain
- ○ search
- ○ sir
- ○ cent

7.

dait

- dart
- dial
- daytime
- date

8.

fakt

- fair
- flock
- fact
- flat

DIRECTIONS: Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.

9.

The game was <u>scoreless</u> after one quarter.

- the game was without points
- full of players
- without players
- full of points

10.

The child had a <u>cheerful</u> look on her face.

- ○ without fear
- ○ with much crying
- ○ full of happiness
- ○ not happy

11.

I was <u>uncertain</u> of my answer.

- ○ sure of my answer again
- ○ not sure
- ○ refuse to answer
- ○ not laughing

12.

I had to <u>re-order</u> the books I wanted.

- ○ quietly read
- ○ not send for
- ○ pay for again
- ○ send for again

DIRECTIONS: Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.

13.

> Frank doesn't like the cabin, but I think its dandy!

- ○ terrible
- ○ dirty
- ○ terrific
- ○ empty

14.

> This knife is blunt, so it won't cut my meat.

- ○ sharp
- ○ plate
- ○ long
- ○ dull

15.

> The coach will demonstrate how you should kick the ball.

- ○ draw
- ○ show
- ○ catch
- ○ tell

16.

We all laughed at Jose's comical story.

- ○ scary
- ○ healthy
- ○ funny
- ○ lonely

DIRECTIONS: Read the story in the box. Then answer the question. Mark your answer.

FISH AND WATER

There are many kinds of fish. The gold fish is one kind of fish. Fish can live in rivers, lakes, and oceans. Some people keep gold fish as pets. They keep the gold fish in bowls of fresh water. Gold fish should be fed once a day.

17. Where do people keep their gold fish?

- ○ in rivers
- ○ in oceans
- ○ in bowls of fresh water
- ○ in lakes

---

18. How many times should a gold fish be fed each day?

- ○ one time
- ○ two times
- ○ three times
- ○ every other day

THE NEW HOUSE

My family is moving into a new house this week. It is a big two story brick house. The house has ten rooms. There are four bedrooms in the house. The new house has two bathrooms. The house also has a big television room. There is a kitchen for my mother to cook in.

19. How many bedrooms does the house have?

- ○ four bedrooms
- ○ two bedrooms
- ○ one bedroom
- ○ three bedrooms

---

20. What is the house made of?

- ○ wood
- ○ brick
- ○ stone
- ○ staw

A BUSY DAY

Joey woke up at seven o'clock Saturday morning. First Joey had some breakfast. After breakfast he watched three television shows. Next Joey went outside to ride his bicycle. After he rode his bike it was time for lunch. Then he went outside to play. At the end of the day Joey was tired.

21. What did Joey do after he watched television?

- ○ He woke up.
- ○ He ate breakfast.
- ○ He ate lunch.
- ○ He rode his bicycle.

GOING FISHING

Brian and Greg are going fishing. First they had to dig up worms. After they had enough worms, they walked to the river. They put the worms on their lines. Then they put their lines in the water. At last, Brian and Greg caught a fish. They had fish for dinner.

22. What did Brian and Greg do first?

- ○ They caught a fish.
- ○ They dug up worms.
- ○ They ate fish.
- ○ They put the worms on their lines.

FIRST DAY

It is Sally's first day at school. First she goes to her music class. Second Sally goes to math. Her third class is reading. After reading, Sally goes to lunch with her class. Then she goes to language class. Sally's last class is art.

23. Which class does Sally have second?

- ○ Sally goes to lunch.
- ○ Sally goes to art.
- ○ Sally goes to math.
- ○ Sally goes to reading.

BAKING COOKIES

Anna wanted some cookies. First she got everything she needed to bake some. Then she turned on the oven. After that Anna mixed the sugar, flour, and milk together. Then she spooned out the mix. They were put into the oven for ten minutes. At last, Anna has some cookies to eat.

24. What did Anna do just before she ate the cookies.

- ○ She put the cookies in the oven.
- ○ She turned on the oven.
- ○ She got everything together.
- ○ She spooned out the mix.

Every Saturday David has work to do on the farm. He has to milk the cows. David also has to feed the chickens. In the afternoon David cuts the grass. After he cuts the grass he has to water the grass.

25. What is the main idea of this story?

- ○ David lives on a farm.
- ○ David cuts the grass.
- ○ David feeds the chickens.
- ○ David has many jobs on the farm.

Susan and Sally go to school together. They live on the same block. Sally and Susan have the same teacher. They play jump rope and other games at school. Sally and Susan play games at home, too. Sally might spend the night at Susan's house this Friday.

26. What is the main idea of this story?

- ○ Sally and Susan live near each other.
- ○ Sally and Susan are good friends.
- ○ Sally and Susan go to the same school.
- ○ Sally and Susan have a lot of fights.

People need to eat different kinds of food. Different kinds of food help keep people healthy. People should eat fruits such as grapes, apples, and bananas. People also need to eat vegetables such as beans and peas. It is important for people to eat meat and bread. People should also drink milk everyday.

27. What is the main idea of this story?

- ○ People should eat bananas.
- ○ It is important to eat different foods.
- ○ People only need to eat vegetables.
- ○ People need to eat meat.

Frank's baseball team has practices four times a week. They practice for two hours everytime. Frank likes going to practice. Sometimes Frank is very tired after practice. Frank's baseball team has won ten games. They have lost only one game so far.

28. What is the main idea of this story?

- ○ Frank likes baseball practice.
- ○ Frank gets tired at baseball practice.
- ○ Frank plays on a baseball team.
- ○ Frank's team has won ten games.

BIRTHDAY FUN

Carla went to a birthday party today. She ate three pieces of cake at the party. Carla also ate four scoops of ice cream. She ate ten pieces of candy at the party. Carla drank five cups of fruit drink, too.

29. What do you think happened next?

- ○ Carla went skating.
- ○ Carla was mad.
- ○ Carla was sick.
- ○ Carla called her mother.

ICE CREAM TIME

Cathy and Mary each wanted a bowl of ice cream. They went to the kitchen and opened up the freezer. They both got two scoops of ice cream. Cathy and Mary forgot to put the ice cream away.

30. What do you think happened next?

- ○ They will eat more ice cream.
- ○ The ice cream will melt.
- ○ They will wash the bowls.
- ○ They will make milk shakes.

AUTUMN CHANGES

It is autumn and the weather is beginning to change. The leaves on the trees used to be green. The leaves are now turning brown. Some of the leaves are orange and gold. The air is getting colder. The wind is beginning to blow harder everyday.

31. What do you think happened next?

- ○ It snowed.
- ○ The leaves fell off the tree.
- ○ The wind stopped blowing.
- ○ The leaves turned green.

PLAYING IN THE RAIN

It rained for two hours today. It was also very cold outside today. Carlos played outside in the rain while his mother was gone. All his clothes were wet when he went inside. His mother was mad at him when she got home.

32. What do you think happened next?

- ○ Carlos caught a cold.
- ○ Carlos ate dinner.
- ○ Carlos watched television.
- ○ Carlos washed his clothes.

DIRECTIONS: Look at the table of contents in the box below. Then answer the questions below the box. Mark your answers.

Country Living..... 50
by Sharon King

Pets in the Country..... 54
by Jeff Yates

CHAPTER 4--CATS..... 57

Good House Pets..... 58
by Kathy Smith

Tom, the Cat..... 64
by Diane Carter

Kitten Pictures..... 68
by Mark Ramos

CHAPTER 5--HORSES..... 71

Riding Horses..... 72
by Molly Tunan

Horses and Cowboys..... 75
by Juan Guerra

Show Horses..... 79
by Bert Jones

33. In this table of contents, Chapter 5 begins on which page?

- ○ 72
- ○ 57
- ○ 71
- ○ 50

34. Who wrote the story Horses and Cowboys?

- ○ Jeff Yates
- ○ Juan Guerra
- ○ Kathy Smith
- ○ Bert Jones

DIRECTIONS: Look at the table of contents in the box below. Then answer the questions below the box. Mark your answers.

How to Catch Correctly..... 103
by Dan Payer

Baseball Players..... 106
by Andy Burns

CHAPTER 7--FOOTBALL..... 109

The Cowboys..... 110
by Tom Landry

Famous Players..... 116
by Kevin Smith

The Super Bowl..... 123
by Gilbery Torres

CHAPTER 8--BASKETBALL..... 129

Coaching Basketball..... 130
by Brad Allen

How to Play Basketball..... 135
by Chris Miller

35. On which page does the story The Cowboys begin?

- ○ 123
- ○ 103
- ○ 129
- ○ 110

36. What is Chapter Seven about?

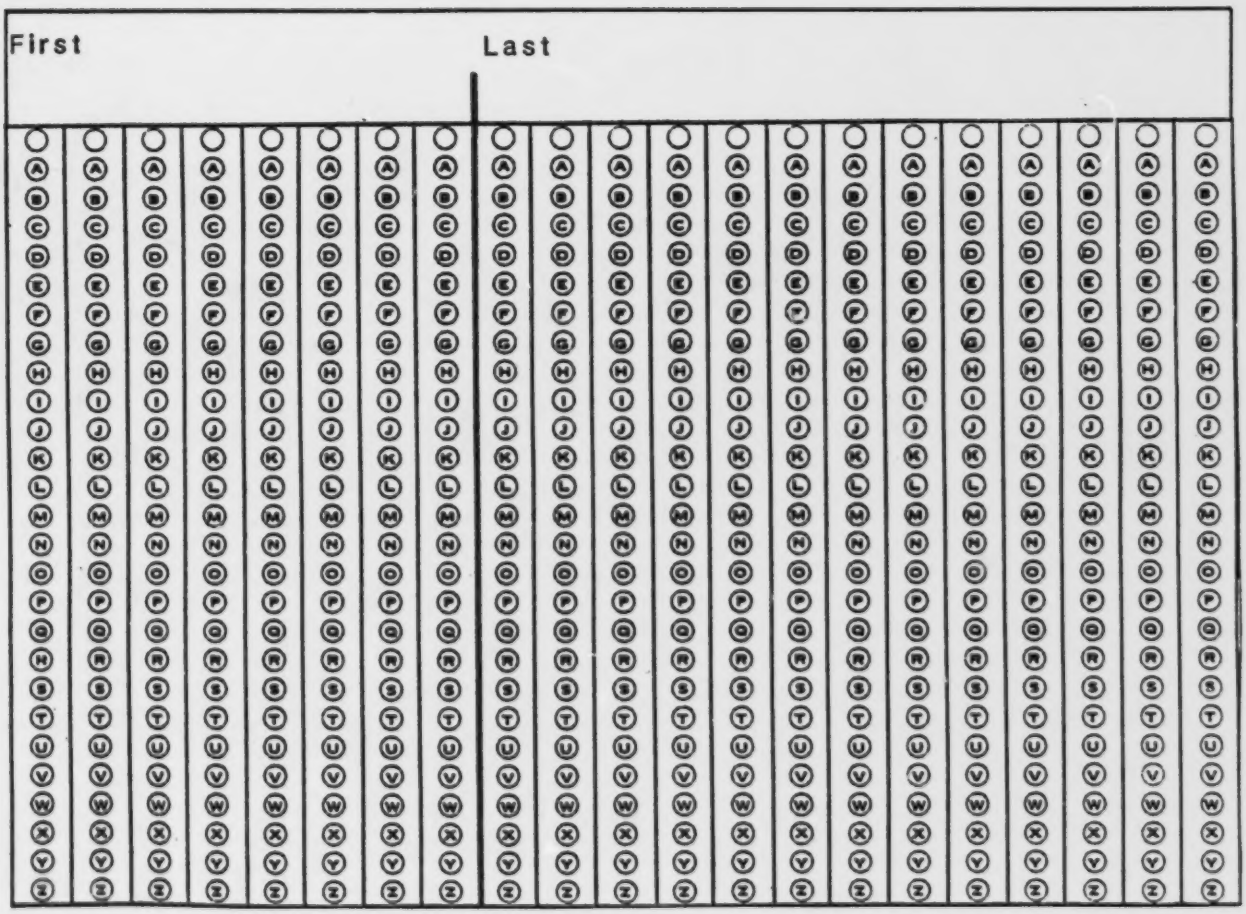
- ○ baseball
- ○ football
- ○ basketball
- ○ cowboys

ASSESSMENT OF MINIMUM SKILLS

WRITING

GRADE 2

ASSESSMENT OF MINIMUM SKILLS
WRITING
SECOND GRADE



Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

PRACTICE TEST
ASSESSMENT OF MINIMUM SKILLS
WRITING
SECOND GRADE

GENERAL DIRECTIONS

There are two parts in this test. Part I contains 24 objective items about the mechanics and conventions of writing. Part II asks you to write using some specified directions.

Work carefully and try to get as many answers right as you can. You can mark an answer even when you are not sure that it is right. If you finish before time is up, you may go back and check your work.

Below is an example to show you how to fill in your answers.

Read the sentence. Find the right spelling of the word that goes in the blank. Mark your answer.

1. My bicycle is _____.

- ○ redd
- ○ ryd
- ● red
- ○ rede

In this example, the third oval is filled in because it shows the correct way to spell red.

DO NOT BEGIN UNTIL YOU ARE TOLD TO DO SO.

Produced and Disseminated by

Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

PART I

Read the sentence. Find the right spelling of the word that goes in the blank. Color in your answer.

1. My cat is _____ and white.

- ○ blak
- ○ black
- ○ blake
- ○ balck

---

2. I like our _____ car.

- ○ nu
- ○ neu
- ○ new
- ○ nue

---

3. The boys flew a _____ in the park.

- ○ kite
- ○ kit
- ○ kiet
- ○ kete

---

4. Our _____ begins at eight.

- ○ dey
- ○ dae
- ○ da
- ○ day

Read the group of sentences. Find the sentence with the right punctuation. Color in your answer.

5. ○ Where did I put my doll
   ○ My horse runs very fast.
   ○ I was born on August 8 1980.
   ○ Do you like school.

---

6. ○ Were you ready on time?
   ○ My new dress is light blue
   ○ Did you go to the store.
   ○ School ends on May 31 1985.

---

7. ○ Karen is my little sister
   ○ Do you like to eat popcorn.
   ○ Christmas will be December 25, 1985.
   ○ How many dollars do you have

---

8. ○ My baby brother was born on July 10 1980.
   ○ Is it dark outside?
   ○ The dogs ran down the street
   ○ How old are you.

Read the group of sentences. Find the sentence that uses capital letters correctly. Color in your answer.

9. ○ The Boys rode a horse.
   ○ The boys rode a horse.
   ○ The boys rode a Horse.
   ○ the boys rode a Horse.

---

10. ○ my fish is a Good Pet.
    ○ My Fish is a good pet.
    ○ My fish is a good pet.
    ○ my Fish is a good Pet.

---

11. ○ Can John come to play?
    ○ can John come to play?
    ○ Can john come to play?
    ○ can John come to Play?

---

12. ○ Please stop the Car.
    ○ please Stop the car.
    ○ Please stop the car.
    ○ please stop the Car.

Read the group of sentences. Find the sentence that uses words in the right way. Color in your answer.

13. ○ Ken see me out the window.
○ Ken saws me out the window.
○ Ken seed me out the window.
○ Ken saw me out the window.

---

14. ○ She run to the store.
○ She ran to the store.
○ She ranned to the store.
○ She runned to the store.

---

15. ○ The baby taked the toy.
○ The baby takes the toy.
○ The baby taking the toy.
○ The baby tooks the toy.

---

16. ○ Ann and Bob goed to school.
○ Ann and Bob goes to school.
○ Ann and Bob go to school.
○ And and Bob going to school.

Read each group of words. Find the one that is a complete sentence. Color in your answer.

17. ○ A very hot day.
○ Went with us to the park.
○ A dog barked at me.
○ The boy with the red shirt.

---

18. ○ The duck flew away.
○ Car in the road.
○ Lost at the game.
○ On the book shelf.

---

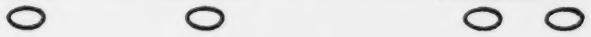
19. ○ John with his mother.
○ Taking the train.
○ Horse and cow in the barn.
○ The grass is cool and green.

---

20. ○ A dime on the step.
○ Ann's coat is blue.
○ Some sweet apples.
○ Took a sweater to school.

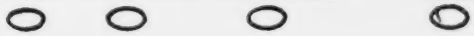
Read each line below. In each line, one underlined part has a mistake in spelling, puncutation, capitalization or in the way a word is used. Find the underlined part that has the mistake and color the space under the mistake.

21. The ball rolled into the Street .



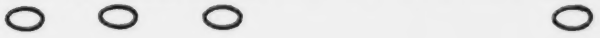
---

22. John started to goes and get it.



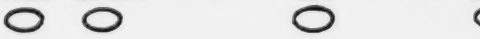
---

23. his mother told him it was not safe.



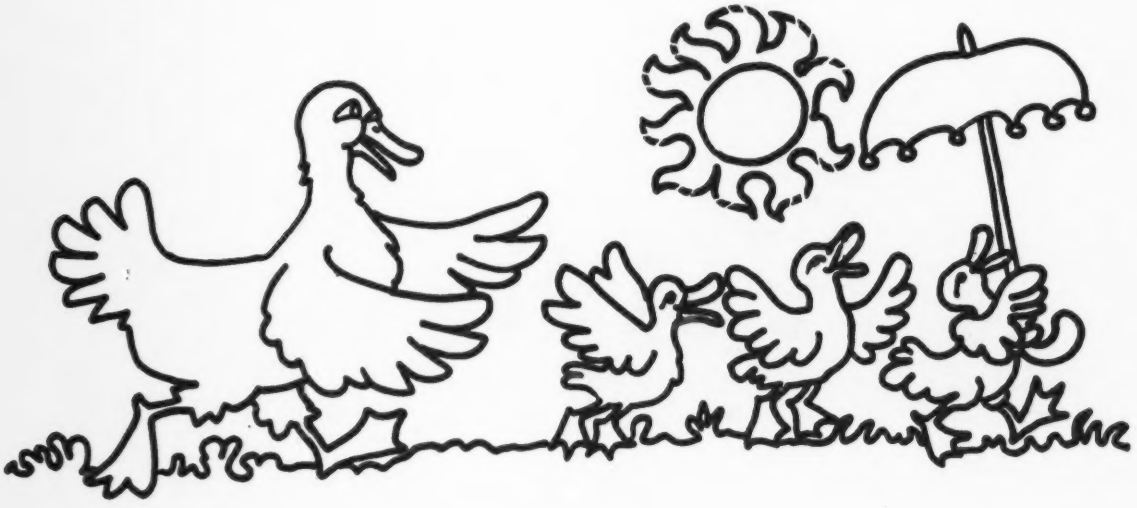
---

24. She wint to pick it up for him.



PART II

WRITING SAMPLE

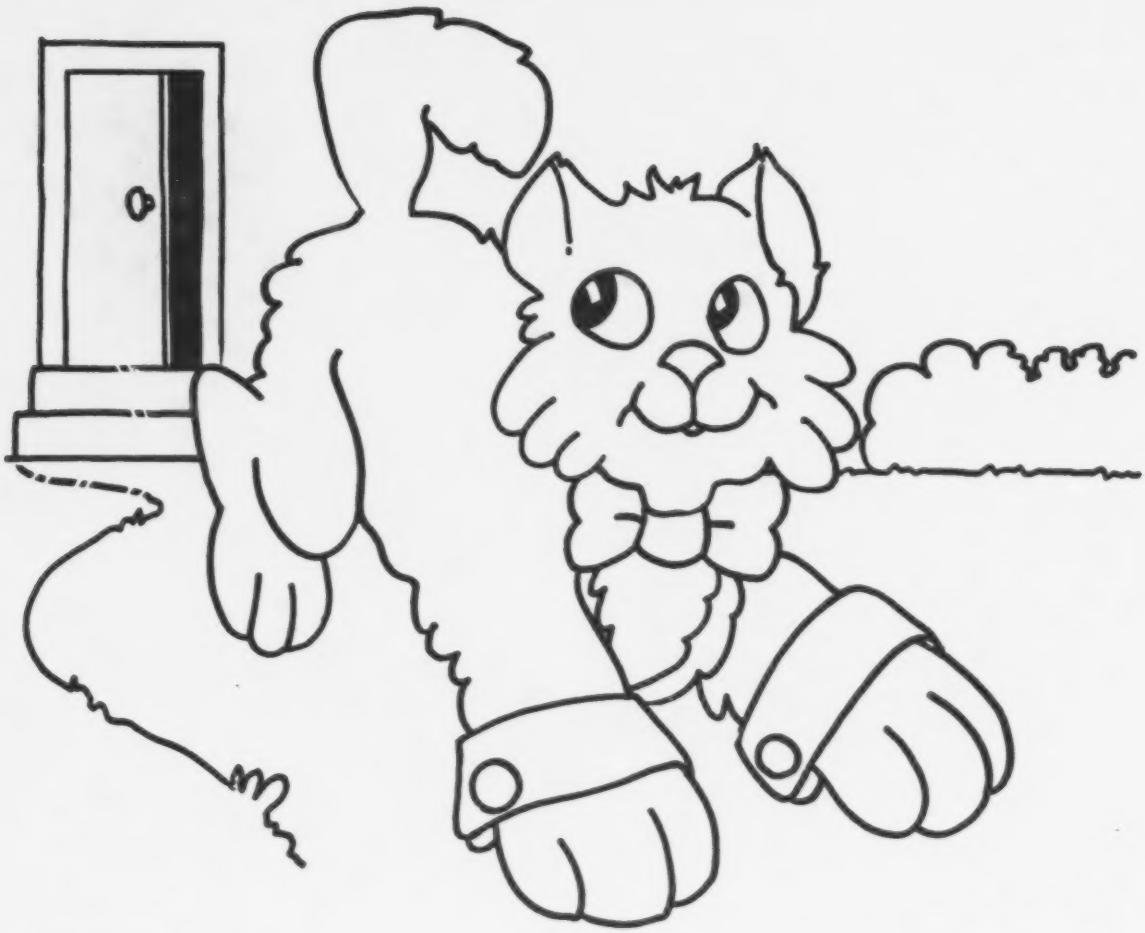


25. It has just stopped raining. Tell what you see in the picture.

Writing Sample Continued

26. One thing you do every morning is get dressed and ready for school. Pretend you are telling a younger brother or sister how to get ready for school. What should they do first? What other things should they do?

Writing Sample Continued



27. This is a picture of a silly little kitten who got tired of always staying at home. So one day he slipped out the door and started down the street. Tell a story about the silly kitten's adventure when he left home.

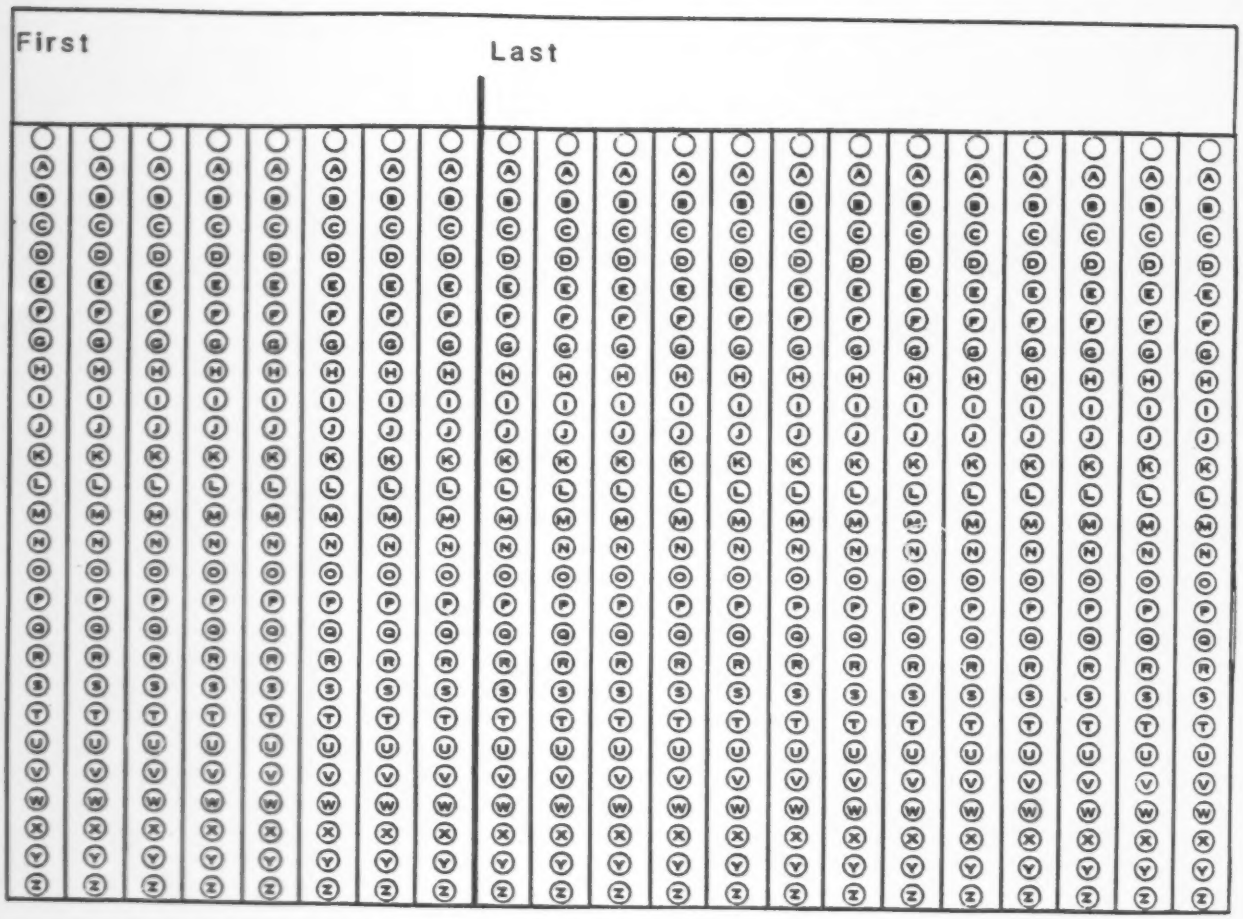
Writing Sample Continued

ASSESSMENT OF MINIMUM SKILLS

MATHEMATICS

GRADE 2

ASSESSMENT OF MINIMUM SKILLS
MATHEMATICS
SECOND GRADE



Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

PRACTICE TEST
ASSESSMENT OF MINIMUM SKILLS
MATHEMATICS
SECOND GRADE

GENERAL DIRECTIONS

There are forty-four question in this test. Work carefully and try to get as many questions right as you can. Do not spend too much time on any one question. You may mark an answer even when you are not perfectly sure it is right.

Mark all your answers with a pencil. Make your answer marks heavy and dark. Mark only one answer for each question. If you make a mistake or wish to change an answer, be sure to erase your first choice completely. The test is not timed, but you have about 50 minutes to complete the test.

Do your figuring on scratch paper. It is important that the only marks you make in your test booklet show the answers you choose. Look at the following sample question and see how the answer is marked.

$$\begin{array}{r} 10 \\ +8 \\ \hline \end{array}$$

○ 81

● 18

○ 20

○ 2

Since 10 + 8 equals 18, the correct answer for the sample question is the second choice, 18. Do you see how the circle has been filled in?

DO NOT BEGIN UNTIL YOU ARE TOLD TO DO SO.

Produced and Disseminated by

Education Service Center
Region XIII
7703 N. Lamar
Austin, Texas 78752
512-458-9131

1. In the number 326 the 2 is in what place? Mark your answer.

- ◯ hundreds
- ◯ tens
- ◯ ones
- ◯ thousands

3. In the number 34 the 3 is in what place? Mark your answer.

- ◯ twos
- ◯ hundreds
- ◯ ones
- ◯ tens

2. In 247 the 7 is in what place? Mark your answer.

- ◯ ones
- ◯ tens
- ◯ hundreds
- ◯ thousands

4. In the number 1246 the 2 is in what place?

- ◯ ones
- ◯ hundreds
- ◯ tens
- ◯ thousands

5. Which group of numbers shows the three numbers in order from least to greatest?

- ○ 12 46 15
- ○ 20 40 60
- ○ 42 43 15
- ○ 10 12 9

7. Which group of numbers shows the three numbers in order from greatest to least?

- ○ 60 24 30
- ○ 66 45 72
- ○ 82 74 63
- ○ 10 20 35

6. Which group of numbers show the three numbers in order from greatest to least?

- ○ 28 56 34
- ○ 41 12 24
- ○ 36 24 15
- ○ 2 4 10

8. Which group of numbers show the three numbers in order from least to greatest?

- ○ 24 12 38
- ○ 42 40 35
- ○ 16 18 14
- ○ 21 24 36

9. Solve the problem. Mark your answer.

$$\begin{array}{r} 32 \\ +46 \\ \hline \end{array}$$

- ○ 12
- ○ 178
- ○ 78
- ○ 79

11. Solve the problem. Mark your answer.

$$\begin{array}{r} 35 \\ +21 \\ \hline \end{array}$$

- ○ 56
- ○ 14
- ○ 26
- ○ 156

10. Solve the problem. Mark your answer.

$$\begin{array}{r} 121 \\ +39 \\ \hline \end{array}$$

- ○ 160
- ○ 346
- ○ 121
- ○ 20

12. Solve the problem. Mark your answer.

$$\begin{array}{r} 21 \\ +34 \\ \hline \end{array}$$

- ○ 35
- ○ 45
- ○ 65
- ○ 55

13. Solve the problem. Mark your answer.

$$\begin{array}{r} 46 \\ -15 \\ \hline \end{array}$$

- ○ 61
- ○ 31
- ○ 92
- ○ 41

15. Solve the problem. Mark your answer.

$$\begin{array}{r} 25 \\ -12 \\ \hline \end{array}$$

- ○ 13
- ○ 24
- ○ 37
- ○ 34

14. Solve the problem. Mark your answer.

$$\begin{array}{r} 48 \\ -24 \\ \hline \end{array}$$

- ○ 346
- ○ 72
- ○ 24
- ○ 64

16. Solve the problem. Mark your answer.

$$\begin{array}{r} 46 \\ -17 \\ \hline \end{array}$$

- ○ 29
- ○ 63
- ○ 24
- ○ 71

17. Solve the problem. Mark your answer.

Joe got 4 red balloons. Sam got 5 red balloons. How many red balloons do they have in all?

- ○ 1
- ○ 9
- ○ 12
- ○ 20

18. Solve the problem. Mark your answer.

Karen has 7 stickers. Joan has 4 stickers. How many stickers do they have together?

- ○ 14
- ○ 28
- ○ 3
- ○ 11

19. Solve the problem. Mark your answer.

Jane has 2 dogs. Joe has 6 dogs. How many dogs do they have together?

- ○ 12
- ○ 9
- ○ 18
- ○ 8

20. Solve the problem. Mark your answer.

Mrs. Smith has 6 blue balloons. If she gets 3 more, how many balloons will she have?

- ○ 9
- ○ 24
- ○ 18
- ○ 3

21. Solve the problem. Mark your answer.

Ed has 8 marbles. He lost 3 of the marbles. How many marbles does he have left?

- ○ 11
- ○ 5
- ○ 24
- ○ 12

22. Solve the problem. Mark your answer.

Sally has 8 pencils. She lost 2 pencils. How many pencils does she have left?

- ○ 16
- ○ 10
- ○ 12
- ○ 6

23. Solve the problem. Mark your answer.

Sue has 8 flowers. She gave away 4 flowers. How many flowers does she have?

- ○ 12
- ○ 6
- ○ 4
- ○ 32

24. Solve the problem. Mark your answer.

Juan got 5 bottles of drink. He drank 2 of them. How many bottles does Juan have left?

- ○ 3
- ○ 10
- ○ 7
- ○ 8

25. Complete the pattern. Mark your answer.

1, 2, 3, 4, _, _, _

- ○ 30, 40, 50
- ○ 8, 16, 24
- ○ 3, 2, 1
- ○ 5, 6, 7

26. Complete the pattern. Mark your answer.

5, 10, 15, 20, __, __, __

- ○ 20, 20, 40
- ○ 30, 40, 50
- ○ 25, 30, 35
- ○ 1, 2, 3

27. Complete the pattern. Mark your answer.

20, 30, 40, 50, __, __, __

- ○ 40, 45, 50
- ○ 2, 4, 8
- ○ 60, 70, 80
- ○ 3, 9, 12

28. Complete the pattern. Mark your answer.

2, 4, 6, 8, _, __, __

- ○ 9, 10, 11
- ○ 10, 12, 14
- ○ 16, 20, 24
- ○ 2, 3, 4

29. Mark the space next to your answer.

24 =

- ○ 2 ones
- ○ 2 tens + 4 ones
- ○ 2 hundreds + 4 ones
- ○ 2 tens

30. Mark the space next to your answer.

100 + 20 + 2 =

- ○ 221
- ○ 102
- ○ 122
- ○ 100

31. Mark the space next to your answer.

461 =

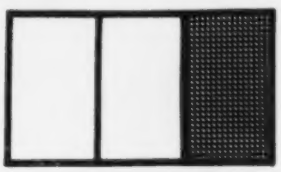
- ○ 6 tens + 4 ones
- ○ 6 hundreds + 4 tens
- ○ 4 hundreds + 1 ten + 6 ones
- ○ 4 hundreds + 6 tens + 1 one

32. Mark the space next to your answer.

40 + 4 =

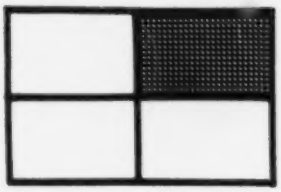
- ○ 404
- ○ 44
- ○ 40
- ○ 4

33. What part of the rectangle is shaded? Mark your answer?



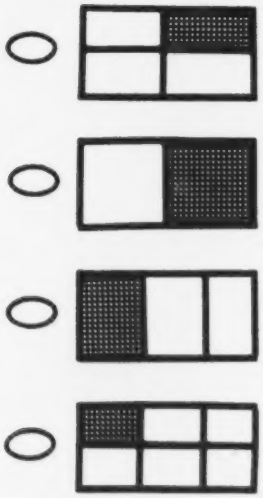
- ○ 3/4
- ○ 1/3
- ○ 1/2
- ○ 2/3

35. What part of the rectangle is shaded? Mark your answer?

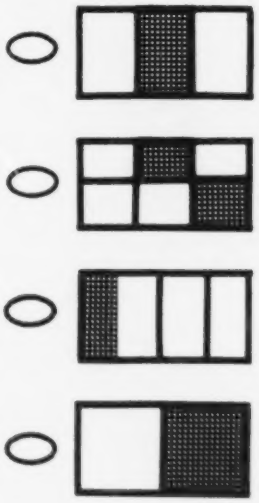


- ○ 1/4
- ○ 2/6
- ○ 1/2
- ○ 1/3

34. Which rectangle has 1/4 of it shaded? Mark your answer.



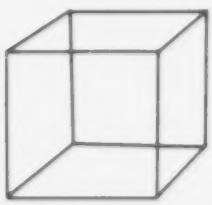
36. Which rectangle has 1/2 of it shaded? Mark your answer.



37. What is the name of this shape? Mark your answer.

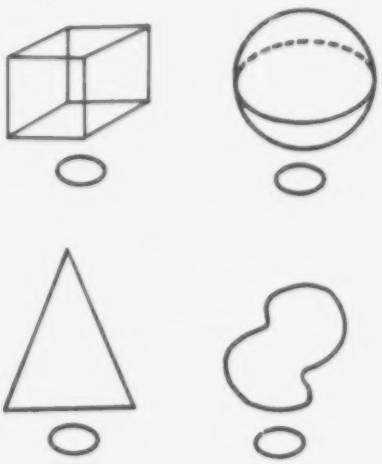
- rectangle
- cone
- sphere
- cylinder

38. What is the name of this shape? Mark your answer.



- rectangle
- cube
- triangle
- cylinder

39. What picture below is a sphere? Mark your answer



40. What is the name of this shape? Mark your answer.

- rectangle
- cone
- sphere
- triangle

41. Mark your answer.

The length of a butterfly would be measured in _____.

- ○ inches
- ○ feet
- ○ miles
- ○ gallons

42. Mark your answer.

The distance between two cities would be measured in _____.

- ○ pounds
- ○ feet
- ○ miles
- ○ gallons

43. Mark your answer.

The length of a bird would be measured in _____.

- ○ gallons
- ○ pounds
- ○ inches
- ○ miles

44. Mark your answer.

The weight of a car would be measured in _____.

- ○ quarts
- ○ inches
- ○ pounds
- ○ miles

Appendix 3
Campus Action Plan
Grades 1 and 3

CAMPUS ACTION PLAN
1986 - 87

Elementary level

HARLANDALE INDEPENDENT SCHOOL DISTRICT

CAMPUS ACTION PLAN

Campus _____ date _____

Priority area	Test Data	Grade	Present Mastery(1986)	Grade	Projected Mastery(1987)	Grade	Projected Gain
Reading	TEAMS	1	29%	1	38%	1	9% Points
Total Reading	CTBS	1	12%	1	21%	1	9% Points

SPECIFIC ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	EVALUATION
PROVIDE OPPORTUNITIES FOR LEARNER TO:			
NOTE: A child needs to learn that main ideas and generalizations develop from facts and details. Teachers can encourage this learning when they read to their students and talk with them about the story characters, the story setting, and the events in a story.			
1. Identify and explicitly state main idea a) Pictorial context b) Single sentence main idea c) "Whats it mainly about" activity d) Story lines e) Story train (Skills will be defined, developed and reinforced in context).	Teachers K - 1 Resource PRINCIPAL	1986-87	-oral TEACHER OBSERVATION -80% accuracy on teacher made tests, independent practice, book tests, -CTBS, TEAMS
2. Recognize words by sight a) Introduce new words with focus on visual clues (initial consonants, word shape, phrase flash) b) Introduce new words within context of sentence and larger linguistic environment (close stories, word Bingo) c) Introduce new words in a pictorial context (picture word match, word wheel) d) Language experience activities. e) Recognizing words in students' environments	Teachers K - 1 Resource PRINCIPAL	1986-87	
3. Recognize meaning of compound words NOTE: The combined word has the combining of all the elements. Recognition of these words	Teachers K - 1 Resource PRINCIPAL	1986-87	

is simplified for the reader by dividing the word into the words that make up the cor and word. a) Introduce as 2 small words (already known) combine meaning b) Word building activity c) Word search activity d) Compound pie activity	Teachers K - 1st Resource PRINCIPAL	1986-87
4. Context to understand <u>meaning of words</u> a) Use of synonyms/antonyms b) Linking verbs as context clues c) Way used in sentence d) Clue search activity e) Silly words activity f) Hole-in-one activity g) Flower fun activity h) Shows range of meaning of words by studying words in different contexts	Teachers K - 1st Resource PRINCIPAL	1986-87
5. Use Decoding a) Identify 4 endings s, es, ing, ed b) Separate words from inflectional endings ch change meaning c) Root word hunt activity d) A word a day activity; how it is different e) Word building activity f) Erase an ending activity g) A time for endings activity h) Word wheel activity i) Find the rotten apple activity J) Include exercises for the application and transfer of these activities into larger contextual settings	Teachers K - 1st Resource PRINCIPAL	1986-87
6. Recognize words through <u>phonetic analysis</u> a) Understand letters represent sounds b) Discriminate orally one letter sound from another c) Similarities/difference between letter of alphabet/sounds d) Associate sound of letter within words e) Practice letter sound within context of words f) Vowel sound activity g) Find the sound activity h) Word bingo activity j) What's the word activity k) The big bass tournament activity l) Matching sounds activity		

7. Identify specific details a) Detail questions, who, what, where, when why clue words b) Picture specific activity c) Questions galore activity d) Detailing a story activity e) Find the sentence activity f) Following directions activity g) Help the kittens match their mittens h) Make model of story characters i) Draw a picture of a story event or character j) Write a class newspaper h) Categorizing details	Teachers K - 1s Resource PRINCIPAL	1986-87
8. Identify sequence of events a) Identify vocabulary: first, next, last b) Picture sequence activity c) Picture it activity d) Scramble sentence activity e) Order it activity f) Cartoon sequence activity g) Story telling h) Alert readers to words and phrases such as next, first, and few days later, it wasn't long before, before it happened i) Learning centers which include directions for making or doing things	Teachers K - 1st Resource PRINCIPAL	
9. Predict possible future outcomes Predication - Verification a) Use clues to figure out outcome b) Comic relief activity c) Make a prediction activity d) End it activity e) Dog tails activity f) What's going to happen activity	Teachers K - 1st Resource PRINCIPAL	

Make use of

10. Context Analysis

Teachers K 1st
Resource
PRINCIPAL

Specific Skills

Semantic

a) Synonyms
b) Definitions
c) Inferences
d) Comparison
e) Figures of speech
f) Idioms
g) Cause and effect
h) Experience with language and familiar expressions
i) Modifying phrases and clauses
j) Definition or description
k) Words connected in a series
l) Comparison or contrast
m) Synonym clues
n) Time, setting, and mood
o) Referents or antecedents
p) Association clues
q) Main idea and supporting details
r) Question-answer pattern of paragraph
s) Preposition clues
t) Nonrestrictive clauses or appositive phrases
u) Cause-and-effect patterns

Syntactic Activities

a) Nouns follow articles
b) Appositives pause to rename
c) Subjects signal verbs
d) Some verbs demand completion
e) Adjective and nouns tell on each other

Further Suggestions

1. Specify Activities

a) Short stories can be composed in which there is a "mystery word." The students read the story and try to figure out the mystery word. A blank is used in place of the mystery word. When a student has given some ideas as to what the word could be, he or she should be helped to identify clues that led to the conclusion.

(b) Collect pictures to connect th the function words the and and. This approach also provides a child with practice in the intuitive learning of function words. (c) Answering riddles depends on context clues They can be called from commercial books or created. They can be rewritten, if necessary, on index cards, so that the answer appears on the back. (d) Poetry (especially couplets) is useful for teaching context analysis because the students can use rhyme as an additional clue.	Teachers K 1st Resource PRINCIPAL	1986-87
11. Work with Language Experience Activities a) Bring a cocoon or other object of general curiosity to class. After the children have watched, touched, and questioned, lead them to dictate their reactions or predications as a prelude to reading their own words. b) Tell a part of a simple but attention-getting story and invite the children to spin a finish. c) Let the children use hand puppets or flannel board figures to retell favorite stories.		
12. Work on opportunities to produce (and talk about those productions) Provide students with a) art supplies (clay, scissors, paint and brushes, large paper, glue, construction paper, easel, crayons, markers, cloth scrapes, cotton balls) b) provide students with building supplies (tool bench, wood, hammer, nails). c) provide students with construction equipment (blocks, tiles, cardboard bricks).		

d) Provide students with garden supplies (seeds, hoes, sprinkling cans, pots).

e) Provide students with musical instruments (bells, cymbals, drum, sticks, tambourine, wood blocks, shakers, triangle).

13. Work on opportunities to listen (and react to it)
    - tapes
    - records
    - read-alouds
    - flannel board and chalkboard stories
    - other children
    - poetry, rhymes
    - riddles, jokes
    - sound of the world.

14. Provide students with opportunities to work on (and talk about it)
    - dress-up box
    - housekeeping center
    - puppets and simple stages.

15. Participate in USSR (Uninterrupted Silent Sustained Reading)

Elementary Level

MIDLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS ACTION PLAN

COLUMBIA HEIGHTS ELEMENTARY
campus

date

Priority area	Test Data	Grade	Present Mastery(1986)	Grade	Projected Mastery(1987)	Grade	Projected Gain
Language/Writing Language Expression/ Language Mechanics	TEAMS	1	45%	1	54%	1	9% POINTS
Total Language	CTBS	1	26%	1	35%	1	9

SPECIFIC ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	EVALUATION
PROVIDE OPPORTUNITIES FOR LEARNER TO: NOTE: These skills will practiced in all content areas in context. 1. Demonstrate knowledge of standard uses of capitalization. a) name, word I, every sentence begins capital letter b) read and write frequently c) something special activity d) people I know activity e) sentence scramble activity f) all about me activity	Teachers K - 1s Resource PRINCIPAL	1986-87	-oral TEACHER OBSERVATION -80% accuracy on teacher made tests, independent practice and book test. -CTBS, TEAMS
2. Demostrate knowledge of standard punctuation a) identify telling, asking sentences for period, question mark b) P and Q collage activity c) Questions and answers activity d) Punctuation dictation activity e) End mark dictation activity f) Q and A word order activity g) A trip to grandmother's house activity h) Pass the punctuation activity i) Questions and answers boxes	Teachers K - 1s Resource PRINCIPAL	1986-87	
3. Write the correct spelling of commonly used words a) basic sound letter correspondence b) Weekly words activity	Teachers K - 1st Resource PRINCIPAL	1986-87	

c) Sound sentence activity
d) Picture this activity
e) Spell search activity
f) Type time activity
g) Spelling baseball activity

4. Recognize subject verb agreement in sentence

a) Divide into 2 parts, subject/predicate
b) Simple irony notion activity
c) Mix and match activity
d) One, two activity
e) Match the cups and saucers activity
f) Action, action activity

Teachers K - 1st
Resource
PRINCIPAL

1986-87

Elementary Level

HARLANDALE INDEPENDENT SCHOOL DISTRICT
CAMPUS ACTION PLAN

COLUMBIA HEIGHTS ELEMENTARY
campus

date

Priority area	Test Data	Grade	Present Mastery(1986)	Grade	Projected Mastery(1987)	Grade	Projected Gain
Concepts/applications	TEAMS	1	65%	1	74%	1	9% POINTS
	CTBS	1	30%	1	39%	1	9% POINTS

SPECIFIC ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	EVALUATION
PROVIDE OPPORTUNITIES FOR LEARNER TO:			
1. Identify the correct solution to a problem solving number sequence a) Familiar with number line b) Order numbers 1-99 c) Numbers left to right order from least to greatest d) Number shuffle activity e) Number board activity f) Connect the dots activity g) Order riddle activity h) Before and after activity i) Musical math chairs activity j) Line up activity K) Fill in the number activity l) Numbers, numbers activity	Teachers K - 1st Resource PRINCIPAL	1986-87	-oral/visual- TEACHER OBSERVATION -80% accurace on teacher made tests, Independent practice, book tests. -CTBS, TEAMS
2. Identify place value of a given problem a) Count concrete objects, representations b) Mystery count activity c) Guess the number activity d) Ringing rows of numbers activity e) Number/model match f) Place it right activity g) Peas on a plate activity	Teachers K - 1st Resource PRINCIPAL	1986-87	

3. Identify the correct solution to a problem involving <u>number comparison</u> a) Understand largest and smallest concept b) Be able to count group by tens c) Use of concrete representations d) Number cards activity e) Color by number activity f) Compare numbers activity g) Number challenge activity h) Musical chair activity i) Can you match them up activity j) Highest or lowest activity	Teachers K - 1st Resource PRINCIPAL	1986-87
4. Add 2 whole numbers whose sum is less than 20 a) Use of manipulatives, counters b) Concept of joining sets c) Roll the cube activity d) Addition wheels activity e) Addition puzzles activity f) Can math activity g) Sum dominoes activity h) Help the care bears get home activity	Teachers K - 1st Resource PRINCIPAL	1986-87
5. Subtract a one digit whole number from a whole number less than 20 a) Concept of group separation b) Flannel board cutouts c) Use of manipulatives d) Number line activity e) Match the facts activity f) Subtraction bee activity	Teachers K - 1st Resource PRINCIPAL	1986-87
6. Solve one step problem involving addition/ subtraction of whole numbers a) Addition/subtration stories b) Use of manipulatives c) Choose the operation activity d) Choose the number problem activity e) On stage activity f) How many boats g) Story time activity h) Add or take away activity	Teachers K - 1st Resource PRINCIPAL	1986-87

7. Identify correct time to the hour or half hour a) Identify parts of clock b) Time match activity c) Missing hour hands activity d) Fishing for time activity e) What's the time activity	Teachers K - 1st Resource PRINCIPAL	1986-87
8. Identify a named geometric shape a) Learn properties of shapes through observation manipulation and comparison b) Identfication of characteristics c) Geoboards d) Picture frames e) Guess the shape activity f) What is it activity g) Shape book activity	Teachers K - 1st Resource PRINCIPAL	1986-87
9. Use more math manipulation a) Introduce concepts b) Reteaching concepts	Teachers K - 1st Resource PRINCIPAL	1986-87
10. Use more supplementary material a) Teach concepts (equivalent fractions)		

Elementary Level

HARLANDALE INDEPENDENT SCHOOL DISTRICT

CAMPUS ACTION PLAN

COLUMBIA HEIGHTS ELEMENTARY
Campus

date

Priority area	Test Data	Grade	Present Mastery(1986)	Grade	Projected Mastery(1987)	Grade	Projected Gain
Reading	TEAMS	3		3		3	
Total Reading	CTBS	3	19%	3	28%	3	

SPECIFIC ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	EVALUATION
PROVIDE OPPORTUNITIES FOR LEARNERS TO:			
1. Recognize words by sight a) Work on Dolch list b) Learn vocabulary from the basal c) Identify words with some meaning d) Learn words with focus on visual clues e) Learn new words within context of sentence f) Learn TEAMS words for participation in Spelling Bee	Teacher -3 Resource PRINCIPAL Academic Coordinator	1986-87	-oral evaluation by teacher -80% accuracy on teacher made test, independent practice -checklist -CTBS, TEAMS
2. Recognize words through phonics a) Identify vowel variant sound activities b) Distinguish blends, diagraph c) Make up make believe words and match to a word that sounds the same, i.e. Kraydl=Cradle d) Identify same sounds can be spelled differently e) Learn rhyming words			
3. Use context to understand the meaning of words. a) Learn vocabulary words in context b) Learn prefixes and affixes and their meanings c) Clozure activities			
4. Use word structure to identify words a) Learn rules of syllabacation b) Learn to recognize the root words, ending, prefixes parts of words			

5. Identify significant details
   a) Use word pictures - in which children make list of all essential things needed to describe and recognize a particular setting
   b) Look for details in stories, and newspaper articles
   c) Draw conclusions from pictures. Pictures that have things wrong find objects that don't belong

6. Identify the sequence of events
   a) Identify the sequence of events in each story
   b) Use picture stories to put things into sequence
   c) Describe an activity, order, in their own words

7. Identify main idea
   a) Use short paragraphs to find the main idea of each group exercise
   b) To find key words and passages that give clues to main idea
   c) Select one main idea from the plore question in each story

8. Predict probable future outcomes
   a) Predict what will happen in chapter or story after reading title, or sub-titles to selections
   b) Guess situations where children can guess at probable ending, leave open for discussions
   c) Use riddles to show how to draw conclusions
   d) Use books that are written here in a way that children can pick out probable endings

9. Use table of contents to locate information
   a) Locate particular passages in reading selections
   b) Work with glossary, table of contents, etc.
   c) Use riddles to find things on table of contents

11. Work with Language Experience Activities
    a) Bring a cocoon or other object of general curiosity to class. After the children have watched, touched, and questioned, lead them to dictate their reactions or predications as a prelude to reading their own words.
    b) Tell a part of a simple but attention-getting story and invite the children to spin a finish.
    c) Let the children use hand puppets or flannel board figures to retell favorite stories.

12. Work on opportunities to produce (and talk about those productions)
    Provide: students with .
    a) art supplies
       (clay, scissors, paint and brushes, large paper, glue, construction paper, easel, crayons, markers, cloth scrapas, cotton balls)
    b) provide students with building supplies (tool bench, wood, hammer, nails).
    c) provide students with construction equipment (blocks, tiles, cardboard bricks).
    d) Provide students with garden supplies (seeds, hoes, sprinkling cans, pots).
    e) Provide students with musical instruments (bells, cymbals, drum, sticks, tambourine, wood blocks, shakers, triangle).

13. Work on opportunities to listen (and react to it)
    tapes
    records
    read-alouds
    flannel board and chalkboard stories
    other children
    poetry, rhymes
    riddles, jokes
    sound of the world.

14. Provide students with opportunities to work OR (and talk about it)
    dress-up box
    housekeeping center
    puppets and simple stages.

15. Participate in USSR (Uninterrupted Silent Sustained Reading)

Elementary level

HAPPANDALE INDEPENDENT SCHOOL DISTRICT

CAMPUS ACTION PLAN

COLUMBIA HEIGHTS ELEMENTARY
campus

date

Priority area	Test Data	Grade	Present Mastery(1986)	Grade	Projected Mastery(1987)	Grade	Projected Gain
Language/Writing	TEAMS	3		3		3	
Total Language	CTBS	3	23%	3	32%	3	

SPECIFIC ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	EVALUATION
PROVIDE OPPORTUNITIES FOR LEARNERS TO:			
1. Demonstrate knowledge of standard uses of capitalization			
a) identify the words that require capital letters			
b) compose sentences using the word "I"			
2. Demonstrate knowledge of standard puncuation			
a) compose sentences omitting the punctuation. exchange sentences and put in proper punctuation			
b) place the comma in a date correctly			
3. Recognize the correct spelling of commonly used words			
a) write a sentence using each of 10 spelling words			
b) decide if a given word is spelled correctly			
4. Demonstrate knowledge of correct English usage			
a) place the correct verb in a given sentence			
b) use the post, present, and future tenses of verbs in sentences			

5. Demonstrate the ability to distin sh complete sentences from fragments
   a) identify a group of words as a sentence or fragment
   b) Give a sentence tragment; student decides how to write a sentence

6. Demonstrate the ability to proofread a written communication
   a) give examples of mistakes in writing
   b) Give the students several sentences to proofread

7. Demonstrate the ability to write a composition to describe an object or a picture
   a) write a paragraph describing an experience students have had
   b) write a paragraph describing the contents of a picture

8. Demonstrate the ability to write a composition to tell how to do something
   a. write the directions for performing a task
   b. write the directions for making a sandwich

9. Demonstrate the ability to write a narrative or a specified topic
   a) write a story entitled "The Day the Teacher was Locked Up"
   b) write a story describing a covered object brought to class by the teacher

Elementary Level

HARLANDALE INDEPENDENT SCHOOL DISTRICT

CAMPUS ACTION PLAN

COLUMBIA HEIGHTS ELEMENTARY
Campus

date

Priority area	Test Data	Grade	Present Mastery(1986)	Grade	Projected Mastery(1987)	Grade	Projected Gain
Organizing Thinking in Writing	TEAMS						
	CTBS						

SPECIFIC ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	EVALUATION
PROVIDE OPPORTUNITIES FOR LEARNERS TO:			
1. Identify, follow, and use author's organization	Teachers Resource PRINCIPAL	1986-87	
2. Look at the table of contents as a tool to provide information as to how the books' contents are organized			
3. Draw inferences from the table and make assumption about the scope of the book and its organization	Teachers Resource PRINCPAL		
4. Become aware of organizational techniques that present information in books a) Sequence b) Enumeration c) Cause/effect d) Comparison/contrast			
5. Learn text organization by a) Explaining the way an author organizes material; i.e. mystery story - cause/effect, before children read	Teachers Resource PRINCIPAL		
6. Study about author's thinking			
7. Tie in organization activities to outlines	Teachers Resource PRINCIPAL		
8. Learn the purpose of boldface subheads or paragraph heads			

Elementary Level

MARANDALE INDEPENDENT SCHOOL DISTRICT

CAMPUS ACTION PLAN

COLUMBIA HEIGHTS ELEMENTARY
Campus

date

Priority area	Test Data	Grade	Present Mastery(1986)	Grade	Projected Mastery(1987)	Grade	Projected Gain
Math	TEAMS	3		3		3	
Total Math	CTBS.	3	26%	3	35%	3	

SPECIFIC ACTIVITIES	PERSON RESPONSIBLE	TIMELINE	EVALUATION
PROVIDE OPPORTUNITIES FOR LEARNER TO:			
1. Arrange a group of three whole numbers from least to greatest or greatest to least . a) Sequence numbered cards from greatest to least in one minute (timed trials) b)Complete dot to dot sheet from coloring book from ones to hundreds c) Complete numbered cards that will be shuffled and then put in sequence hundred and thousands			
2. Identify the place value for a given digit of a three or four digit whole numbers a) Measure up: read the numbers and place the popsicle sticks in right cup b) Identify the actual number in the correct place value and write in expanded form (Place Value)			
3. Express whole numbers in expanded notation a) Write numbers in expanded notation using flash cards (Show the numbers) b) Solve column addition problem using ones to thousands. Student is expected to write the problem in reverse in horizontal form .			
4. Complete a pattern involving multiples of 2,3,4, 5 or 10 a) Put one set of cards for each multiple pattern given a specific time (What's the patt(?)			

b) Draw a multiple card and roll the dice the number of times indicated on the dice. (multiple move)

5. Add whole numbers having as many as three digits, with or without regrouping
   a) (Hangman) fill in missing odd ends using hangman
   b) Roll dice and assign a place value for each dice. After child has rolled two - 3 digit numbers, he will add them together. (Roll for the sum)

6. Subtract whole numbers having as many as three digits with or without regrouping:
   a) Use response cards and watch as the teacher works a 3 digit subtraction problem on the board (agree, disagree)
   b) Use Bingo cards to be able to cover over two or three digit numbers that the teacher calls out (subtraction Bingo)

7. Solve one-step word problems involving addition of whole numbers
   a) Fill in the blanks of a mathlib sheet (add libs)
   b) Solve story problems given to them by the teacher (Finding facts in a story)

8. Solve one-step word problems involving subtraction of whole numbers
   a) Make up their own story problem or write on cards with a problem sheet attached. Students select a card and work problem on attached sheet. Teacher checks work
   b) Solve problem correctly before he can draw a new number card.
   c) Create a story problem using correct numerals, vocabulary, and operation guide from a subtraction fact provided on board

9. Use pictorial models to identify fractional parts of a whole or of a group of like objects
   a) Study the picture of the fraction and count how many parts are shaded. Name the fraction pictured on the card
   b) Compare fractional size, i.e. which fraction is larger 1/3 or 4/5? Student looks at list of fraction parts. He then circles the greatest fraction in each pair

10. Identify pictorial models of two and ree dimensional shapes
    a) Classify the shapes by placing in appropriate shapes. The class agress or disagrees by showing appropriate card. The teacher elicits discussion on disagreements.
    b) Label all the shapes in the shape sheet. Teache checks the lables, students color and cut out the shapes and arrange into a picture. Share creations with class
    c) Identify the 2 dimensional shapes they see in any 3 dimensional shape. The students has to identify the exact 2 dimensional sides that make up the 3 dimensional shape. Students answer relation questions on worksheet.

11. Select the unit of measure used to determine length, weight, mass, or capacity/volume
    a) Measure objects for length.. The students vote on best unit to measure length. The exercise will be repeated for weight
    b) Complete worksheet following the given instructions. The class will check together and discuss. Additional practice exercises can be developed by teacher